DOCUMENT RESUME

ED 035 337 72 FL 001 572

AUTHOR Saad, Ismail, Comp.
TITLE Selected Bibliography of Educational Materials in Pakistan; July-September 1969, Volume 3, Number 3, 1969.
SPONS AGENCY National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Bureau of Research.
REPORT NO TT-69-51053-3
BUREAU NO BR-7-1275
PUB DATE 69
NOTE 67p.

EDRS PRICE EDRS Price MF-$0.50 HC-$3.45
DESCRIPTORS *Annotated Bibliographies, Curriculum Development, *Educational Improvement, Educational Methods, Educational Needs, Educational Objectives, Educational Planning, Educational Practice, *Educational Problems, *Educational Programs, Educational Psychology, *Foreign Countries, Instructional Materials, Science Education, Sociology, Teacher Education, Teaching Methods, Womens Education
IDENTIFIERS Pakistan

ABSTRACT

This 123-item bibliography with English abstracts of recent books and articles on various aspects of Pakistan education includes a special section on new education policy. Emphasis is placed on elementary, secondary, and higher education, history of education, literature for children, science education, sociology, teacher training, and women's education. Less extensive sections deal with: (1) educational administration, organization, finance, curriculum, goals, planning, reforms, examinations, philosophy, psychology, and textbooks; (2) adult, childhood, comparative, Islamic, physical, professional, religious, and technical education; and (3) extra-curricular activities, libraries, social psychology, students' problems, teaching methods, and media. An author index is included. For related documents see ED 027 813, ED 031 115, and ED 032 820. (RL)

ED035337

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SELECTED BIBLIOGRAPHY AND ABSTRACTS OF EDUCATIONAL MATERIALS IN PAKISTAN

Editor:
ISMAIL SAAD

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TT 64 51053/3
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TT 69-51053/3

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Vol. 3 No. 3, 1969

Period Covered

July-September 1969

Compiled for the Office of Education, U.S.Department of Health, Education and Welfare, and the National Science Foundation, Washington, D.C. by Ismail Saad.

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ADMINISTRATION, ORGANIZATION FINANCING OF EDUCATION

1. HUSAIN, A.F.A. Financing of Education in Pakistan --- Pakistan Administrative Staff College Quarterly (Lahore) 7(1-2): 1-20. 1969.

There is no one method of resolving the problem of financing educational development in developing countries. The solution will depend on the social, economic political and administrative situations prevalent in each country. What is important is that educational planning must be carried out on a much sounder basis than at present with the help of all the expert knowledge and data which a country can muster. The writer discusses the educational situation in Pakistan, highlights the major problems involved in educational planning, and gives an assessment of the planned efforts so far made in the field of education. While good beginning has been made in comprehensive educational planning in this country, much more remains to be done in this field. In particular, a complete integration of educational planning with the economic and social development program still remains an ideal.

2. QURAISHI, Mudabbir. Ta'aleem Aik Ahem Masala (Education an Important Problem) --- Jang (Karachi) August 1, 1969 (U).

This is a summary of the expenditure during the current year (1969-70) on education in the province of West Pakistan. The total allocation for education is Rs.510,008,000 as against Rs.34,930,000 on primary education and Rs.104,500,000 on secondary education. The expenditure on college education amounts to Rs.66,000,000, and the universities have an allocation of Rs.42,000,000. For the promotion of technical education the provincial government has earmarked Rs.54,900,000, and for teachers' education the provision amounts to Rs.5,300,000. A sum of Rs.15,900,000 has been set apart for various stipends and scholarship. These are only the broad heads of expenditure on education during the current year. The break up under each head is given separately.

3. SHAMI, Parwaiz Ahmad. Relevant Economics of Education --- March of Education (Karachi) 1(1): 24-32. June 1969.

The economics of education should be based on the utility analysis of the present educational system, and education needs to be taken

as a strategic variable in planning for economic growth. The contribution of education to economic growth is significant, and increased expenditure on education in Pakistan will bring very high returns in material, spiritual and ideological terms. The rise in the quality and quantity of education will have a corresponding healthy effect on industry resulting in higher production. Education ought to be conceived in terms of overall productivity, and investment in education should be termed as investment in human capital. Great care is needed in translating the present educational needs into costs. Investment in education does not give quick dividends, and planners should formulate long term policies.

ADULT EDUCATION

4. Baiyaska Shikkhar Prayajaniyata (Necessity of Adult Education) --- Pak Jamhuriat (Dacca) IX (7 & 8): 72 and 74. August 14, 1969 (B).

Adult education does not necessarily mean education only for illiterate adults. It is for all adults, both educated and illiterate. The article surveys the conditions in Pakistan and analyses the needs for adult education. The major needs of adult education are that it should: 1) keep pace with the increase of population, 2) check the relapse of the half-educated into illiteracy, 3) help the illiterate industrial workers to become skilled workers, 4) stabilize the standard of living by making people decent, 5) channelize the vast majority of uneducated human resources of the country in productive pursuits, 6) teach the peasant to make the best use of the land resources of the country, 7) introduce cooperatives among the uneducated village people, 8) reconstruct national character by removing corruption, immorality, etc., and 9) inspire the vast majority of the people who are illiterate or half-educated with the ideals of patriotism, national feelings, and the feelings of religious cohesion.

5. RAHMAN, B. Wajihur. Adult education should aim at making a man good citizen --- Pakistan Observer (Dacca) July 30, 1969.

According to the latest estimates, about 90% of Pakistan's adult illiterates live in villages, and approximately 10% live in towns cities. Of these, 44% constitute the male civilian labor force, 72% of whom follow agricultural occupations - 70% till the soil.

Nearly 14% of the total male civilian labor force lives in the urban areas. Among them only about 10% are skilled, 75% semi-skilled. In the unskilled and semi-skilled groups only about 14% are literate. As the 1958 Commission on National Education noted, a subsequent review of all these efforts revealed four main defects: 1) The various campaigns and drives for the expansion of literacy were never able to generate sufficient sustained motivation and interest for the illiterate to become literate. 2) The administrative and organizational arrangements were unsuitable and inadequate to meet the challenge. 3) Teaching techniques and procedures were defective. 4) Enough suitable reading material for the new literate was not available. Any programs for adult literacy should have three essential ingredients: (1) It must be, as far as possible, work-based and aimed at creating and promoting attitudes and interests and imparting skills and information which will help a person to do efficiently and creatively whatever work he is engaged in. 2) It must motivate the individual to take interest in vital national problems and to participate actively in the social and political life of the country. 3) It must impart such skills in reading, writing, and arithmatic as would enable him, if he so wishes, to continue his education either on his own or through other available avenues of informal education.

CHILDHOOD EDUCATION

6. ASLAM, Mohammad. Bachchon men Goyai ki Nashwo Numa (The Development of Speech in Children) --- Talimo Tadris (Lahore) 2(1): 72-80. 1968 (U).

The development of speech represents a complex process, and has been subjected to considerable research. In the light of modern researches the writer discusses the development of language in children. The nature of language has been explained and the process of learning a language has been described. Language conditions the cognitive process in children, and they learn the critical distinctions of language through trial and error. The three aspects of the growth of language, that is, morphology, syntax, and vocabulary have been discussed and the different stages of speech development have been explained. The writer also discusses the factors which influence speech development, the importance of language behaviour in the life of children, and the problems in the teaching of language at the elementary stage of schooling.

7. SULTANA, Sahana. Shishukey Mistabhashi Karey Tulun (Teach the Child Sweet Language) --- Begum (Dacca) XXII (43) 12. September 28, 1969 (B).

Mothers should teach their children to be soft-spoken. Children are generally imitiative and they learn the language and manners of their mothers. Mothers should always use sweet and soft language while speaking to them or to others in their presence. Children should not be treated rudely and should not be allowed to be the spectators of the family quarrels. They should always be addressed with loving words. Even the beggars should never be rebuked or repulsed rudely in front of them. Children will develop a pleasant personality if the parents are polite and sweet-tempered.

8. SULTANA, Sahana. Shishur Supta Pratibhakey Jagiye Tultey Sahayya Karun (Child Needs Help in the Development of His Latent Faculties) --- Begum (Dacca) XXII (35): 14 & 17. August 3, 1969 (B).

The prime responsibility of developing the inner faculties of a ch child by cultivating his interest in his surroundings lies on the shoulder of the mother. The interest differs from child to child. But the mother should observe her child minutely and identify the interests of the child. Then she should make a concerted effort to cultivate this interest by providing necessary facilities to the child and by encouraging him to pursue his interest.

9. ZAIDI, Ali Akhtar. Bachchon ki Talim ke Mutalliaq Chand Baten (Some Thoughts on Children's Education) --- Talimo Tadris (Lahore) 2(1): 27-31. 1968 (U).

Children are highly impressionable and they convert every sugges tion into auto-suggestion. The writer discusses the things which would motivate desirable auto-suggestion in children and help build in them a resistance to undesirable influence. A rapport between the child and those who are concerned with his education is necessary. Teachers should be firm and consistent with children but should avoid showing temper. Children should be encouraged to take interest in nature and their surroundings. They must not be subjected to fears, and conscious effort should be made to remove any fear that they might have developed. Every care should be taken in selecting a tutor or teacher for children. Children should be stimulated to take interest in study and self-reading.

The importance of hard work should be impressed upon them and the emphasis in their education should be on moral training and character formation.

COMPARATIVE EDUCATION

10. AZIZ, Mohammad Abdul. Inglistan ke Madrason men Rifahi Khidmat (Welfare Services in the Schools of England) --- Talimo Tadris (Lahore) 2(1): 39-56. 1968 (U).

This is a description of welfare services in the schools of England The writer traces the history of the introduction of welfare services in schools, and surveys the development of welfare laws through the different stages of national life. Welfare services in schools began in the first decade of the current century when a law was passed in 1906 to provide food to children in schools. In 1923, welfare services were expanded to include the supply of milk to children. The writer discusses the implementation of these provisions in schools, the difficulties which were experienced in the implementation, and how the implementation was finally made effective. In the end the writer compares the conditions in Pakistan to those in England and emphasizes the necessity of the welfare measures in the schools of Pakistan.

CURRICULUM

11. KHAN, Mohammad Wasiullah. Paththar ke Zamane ka Nisabe Talim (Stone Age Curficulum) --- Talimo Tadris (Lahore 2(2-3): 111-123. 1969 (U).

This is an interesting satire on progressivism in education. Within the framework of prehistory the writer critically appraises the development of modern progressivism and how it has invaded the area of curriculum. The so-called progressives are of three types: 1) Those who have traditional objectives but use new educational method; 2) Those whose methods are old but their objectives are new; and 3) Those whose objectives and methods are both worn out, but they garb them in words and technical jargons and present them in a new form and shape.

DEVELOPMENT OF EDUCATION

12. Talimi Shumariat 1966-67 (Educational Statistics 1966-67) --- Talimo Tadris (Lahore 2(2-3): 124-128. 1969 (U).

Statistical educational data have been presented in tabular form for the academic year 1966-67 for West Pakistan. Separate tables have been given indicating: 1) Number of Primary Schools, 2) Number of Middle and High Schools, 3) Number of girls and boys in Primary School, 4) Number of boys and girls by class from I to V Class, and 5) Number of teachers in Primary School. Other pertinent details have also been included in each table. The statistics pertain to primary education in West Pakistan for the year 1966-67.

EDUCATION GOALS

13. Badhotamulok Aboitanik Shikkha (The Compulsory Free Education) --- Ittefaq (Dacca (Editorial) August 5, 1969 (B).

The new educational policy lays emphasis on primary education. But this is not enough. The number of students in primary schools is nearly nine million, but the yearly drop-out is fifty to sixty per cent. Parents either cannot afford to send their children to schools or if they at all manage to do so they have to withdraw them from the schools because of their inability to bear the cost. The responsibility for education in a free country devolves upon the government. Children are the wealth of a nation. Therefore primary education must be made free.

14. GORAHA, Mushtaq Ahmed. Pakistan men Talim ke Nae Taqaze (The New Educational Imperatives in Pakistan) --- Talimo Tadris (Lahore) 2 (1-2): 71-80. 1969 (U).

Changes in social life make new demands on the educational system. As society develops and advances, concomitant educational changes become necessary. In Pakistan also life is rapidly changing and we constantly need to define and redefine the objectives of national education. The writer discusses the new factors which need to be incorporated in education in Pakistan. Of these, the more important considerations are: 1) Vocation in life,

2) Higher standard of education, 3) Special education for the gifted, 4) Formation of character, 5) Introduction of a creative curriculum, 6) Concept of education as an investment, 7) Extension of technical and scientific education, 8) Scientific agricultural education, and 9) Establishment of rural universities.

EDUCATION PLANNING

15. GHOUSE, Agha M. Human Resources & Education --- Dawn (Karachi) August 2, 1969.

It is indeed a stretegic policy decision to accept the concept of human resources as an important factor in the nation's economic progress and at the same time to recognize that the quality of its manpower can be improved through education. Any expenditure incurred for educating and training people would yield economic returns in the same sense as an investment made for developing material resources. For this reason the share in GNP to be allocated for education is proposed to be increased from 1.8% to 3.6% and to stablize it at 3.3% of GNP by 1980. The total expenditures envisaged in the Fourth and Fifth Five Year Plans are Rs.925 crore and Rs.1600 crore respectively.

Another notable departure is that the entire educational expenditure will be treated as development expenditure and will be financed from development funds. Another important policy approach is the linking of productivity to literacy. When the question of literacy is recognized as a factor of productivity, the question of languages becomes very important. The medium of instruction would be changed to Urdu in West Pakistan and Bengali in East Pakistan while English would continue to be taught as an optional subject.

16. TALUKDAR, Nurul Alam. Jatio Shikkha Shomasya (The Problem of National Education) --- Dainik Pakistan (Dacca) August 21, 1969 (B).

The writer discusses the major problems which beset education in Pakistan and suggests a unified pattern of education throughout the country. Elementary education deserves most attention. Children should be taught through their mother tongue. The lot of the teachers should be improved. Student-teacher ratio should be

reduced to managable proportions. The present crowding in the college and university classes is the most depressing example of our educational ill-planning. More teachers are needed to reduce the present pressure and to insure more attention and effective guidance to students.

EDUCATION REFORMS

17. AIJAZ, Saiyid M. Towards a New Orientation in Education --- Jamia Educational Quarterly (Karachi) 10(3): 49-60. 1969.

In the context of a worldwide student unrest, the writer proposes changes in the educational system and recommends radical departure from the old educational patterns. The changes proposed pertain to the purpose of education, examinations, curriculum, teachers, guidance and the administration. The new concept of education as an 'investment' has been narrowly conceived. If each individual is helped to become a fully functioning person, the manpower needs shall be automatically taken care of without the entire education process being made subservient to the needs of the industry. The writer evaluates the functions of the examinations and examines their theoretical soundness. He concludes that in an educational system that is geared to developing fully functioning individuals, examinations have no place. In the area of curriculum the present compartmentalization of subjects should be abolished and students should be helped to acquire integrated knowledge. Teachers should be selected not for their knowledge of the subject matter but for their personal capacity to assume the role of a teacher. More attention should be given to helping teachers and parents understand, appreciate, and accept children as they are. For the creation of a healthy psychological atmosphere, complete academic autonomy of educational institutions and effective participation of students in the policy-making are absolutely necessary.

18. HUSAIN, S. Nasir. Education in Doldrums --- March of Education (Karachi) 1(1): 52-55. June 1969.

The writer discusses the inconsistencies and the drawbacks of the education system in Pakistan and suggests some reforms. The present system suffers from inconsistencies, such as introduction of technical and vocational education without provision for well-equipped workshops, giving instruction of mechanized farming in

the class and at the same time using oxen and old implements for practical work in the farm, teaching advanced home economics to the girls who will never have the opportunity to use the advanced equipments outside the school laboratories, The other drawbacks are: 1) too much publicity of educational schemes but no implementation, 2) the preparation of syllabi for the primary and the secondary levels by persons who are not in practical touch with primary and secondary education, 3) the neglect of the child by the subject specialists in their enthusiasm for subject specialization, and, 4) commercialization of educational institutions. The writer suggests radical changes in the system of education in general.

19. RAHMAN, M.A. New Pattern of Education --- Enterprise (Karachi) XVIII (7-8): July-August 1969.

The writer suggests replacement of the present system of education by one which should reflect in form and content the values and objectives for which Pakistan has come into being, and which should meet individual and collective needs. A 7-5-3 plan has been proposed which means seven years for primary education, 5 years for secondary education, and 3 years for college education. The first two years of the primary stage should be spent in a Mosque school. The 6-year primary stage should be takem as a terminal stage by including in its curriculum agriculture for rural schools and elementary industry for the schools in urban areas. Primary education should be compulsory and free. The secondary stage of five years' duration should serve as the backbone of the national system of education. The first two years should be devoted to general education as observation period to assess the students' ability, aptitutde and interest. In the last three years, there should be diversification of courses of three main groups -- academic, technical and vocational based on the students' aptitudes. Military training should be compulsory from 15-18 years of age for both boys and girls. The duration of higher education should range from 3 to 6 years, and its aim should be specialization in higher technical and vocational professions and scholarship.

ELEMENTARY SECONDARY EDUCATION

20. ALI, Md. Azhar. Development of Primary Education: A Comparison --- Pakistan Observer (Dacca) July 16, 1969.

This is a brief review of major developments in the field of

primary education since 1947. In 1953, dual control by the Government and the local District School Board was put into effect and remained so until 1955-56. In 1957-58, the Provincial Goernment took over all Primary Schools from the District School Board for the purpose of making necessary improvements in Primary Education. Model Schools were established in various localities to serve as models to other primary schools in the vicinity, By 1964, there was some increase in the number of schools, the number of pupils enrolled, and the supply of trained teachers, There was also some increase in the salaries paid to Primary School teachers. Since that time there was no real change in management and control until August 1965, when a new pay-scale for Primary School teachers in East Pakistan was prescribed. At present the dropout problem is still severe; no headway has been made toward increasing the enrolment of girls in rural areas, and no changes in curriculum have been made.

One of the aims of education during the Third Plan period is to improve the quality of education in the Primary Schools. This improvement aims at upgrading the quality of teacher education programs in the training institutes which would result in the production of more qualified teachers, by checking the dropout rate and by increasing the enrollment. So far, no change has taken place in the curriculum of the teacher training institutes nor in the Primary School curriculum; the dropout rate between class I and class V is still more than fifty per cent. More schools have been built and this may lead to some expansion in the total program.

In Pakistan, no complusory education law has been introduced, but there is a scheme to enroll all children in classes I to V before the compulsory primary education is finally introduced.

21. BAKHTIARI, Qaisar Husain Khan. Problems and Prospects in Education --- March of Education (Karachi) 1(1):12-23. June 1969.

The writer discusses the problems and prospects of secondary education in Pakistan. The recommendations of the Commission on National Education gave secondary education a sense of direction. On the basis of the recommendations of the Commission, courses of study were diversified, intermediate stage was freed from the control of the university, and boards of secondary and higher secondary education were established. A curriculum committee for secondary education was appointed and a balanced

curriculum for three distinct stages --- lower secondary, secondary and higher secondary -- was evolved. The diversification of courses led to an unprecedented growth and expansion in the field of secondary education in general and curriculum development in particular. Two other new trends, set in motion particularly in the Karachi region, are the establishment of a Research Division and General Ability and Aptitude Tests Center in the Board to help the students through guidance and counselling program to take up courses according to their aptitude and interest. The modernization of examination techniques through a centralized assessment system and the introduction of partly objective tests in physics is also being experimented. The writer stresses the importance of teacher education and offers some proposals for a comprehensive teacher training program for the 4th plan period.

22. RAHMAN, Bazle. Prathamic Shikkha Shomparke (About Primary Education) --- Dainik Pakistan (Dacca) August 29, 1969 (B).

Primary education in Pakistan, particularly in East Pakistan, is beset with many problems. There is a dearth of good teachers in primary schools. The quality of education is deteriorating. Sanitary conditions are deplorable in our primary schools and particularly in those located in rural areas. As a rule, primary schools have no libraries. Games and recreational facilities are lacking. Textbooks are not available to students. Students in rural areas invariably purchase note-books instead of textbooks. No system of Islamic teaching in primary schools has been evolved as yet. Unless serious attention is given to improve the situation, the resulting damage will be beyond repair.

23. SAGGU, Abdul Qayyum. Ibtedai Ta'aleemi Nizaam Mein Bunyadi Tabdeeli ki Zarurat (Need of Basic Change in Primary Education) --- Jang (Karachi) April 12,1969 (U).

At present there are more than ten subjects in primary classes even for beginners. A small child has to carry a heavy load of books and copies daily to his school and he is supposed to learn from all these books. Not long ago, these accoutrements of education were absent and the child required only a wooden slate, a pen, and an ink-pot. He learned better in those days than now with all the books, copies, and an assortment of pens and pencils. The multitude of subjects confuses the child and

he does the only thing he can do, that is, what a parrot does, to commit everything to memory without comprehension.

We need drastic changes in the syllabi for primary classes. Language and simple arithematic should be taught in the elementary classes and other subjects should be introduced gradually. Prescribing a number of books and overloading the poor child will not lead to sound education. Another important need of our primary schools is trained teachers with adequate salary. Right type of education without good teachers is a waking dream.

EXAMINATIONS

24. ALI, Basharat. How Objective are the Objective Tests? --- Pakistan Observer (Dacca) August 29, 1969.

In recent times our examination system hascome in for a great deal of criticism. The writer presents some suggestions to improve the examination system: 1) The idea that examination is more than a life and death problem for our students should be dispensed with. 2) The attitude that examination results determine one's prospects should be abondoned -- this leads to unfair means and corruptions in examinations. 3) So long as fairness in examinations in terms of reliability, validity, and objectivity cannot be ensured, the practice of classifying students in various divisions and/or classes should be discontinued. 4) The sanctity of examinations must be maintained at all cost. 5) The existing examination system must be salvaged from its present deteriorating conditions -- this can be effected by improving the essay type examination. 6) Control of examinations must be further decentralized and localized. 7) Educational institutions must improve the standards of their within-institution or internal examinations. 8) Attempts must be made to improve academic standards -- standards of teaching, standards of educational administration, standards of educational means and materials, etc.

EXTRA-CURRICULAR ACTIVITIES

25. HUSAIN, Syed Asif. The National Youth Center, Karachi --- March of Education (Karachi) 1(1): 56-60. June 1969.

Keeping in view the recommendations of the National Commission

on Education, the Board of Intermediate and Secondary Education, Karachi has launched a scheme of National Youth Center to provide co-curricular and extra-curricular activities to the students after school and college hours for directing their surplus energy into constructive channels and thus insuring harmonious development of their personalities. The chief objectives of the Center are: To insure all-round development of the students -- physicaly, mentaly, emotionaly, and socialy -- by promoting their physical well-being and fitness through games and sports, teaching the value of individual initiative and group action, proving training in citizenship and self-government, educating them for social responsibility, social work, etc., providing them training in productive work for national and economic well-being, and, finally, developing religiously oriented young people who will fear God, respect moral values, and love the country and humanity.

HIGHER EDUCATION

26. HOQUE, Ahsanul. Education Reforms --- Pakistan Observer (Dacca) July 24, 1969.

The article briefly deals with the possibility of increased petty politics among teachers with the democratization of the university administration. Factionalism in this field is, of course, inevitable, but efforts should be made to keep all partisan activities to the minimum. The cause for concern in this respect is the new proposal that a senior teacher of the university should be made the vice-chancellor of the university. Since the position carries considerable authority, prestige and privilege, it is likely to become a source of excessive and unhealthy politics. However, if the office is shorn of its existing bureaucratic trappings, and is reduced to one of selfless dedication, any motivated hunt after it will disappear.

27. HAQ, Mazharul. Education and Authority --- Jamia Educational Quarterly (Karachi) 10(3): 1-12. 1969.

Educational process is inconceivable without some exercise of authority. The question of authority can be clearly understood only within the framework of the concept of autonomy, as autonomy involves exercise of authority free from outside interference. In this paper, an attempt has been made to examine the

problem of authority in the context of university education in Pakistan. The writer poses a number of questions which can help in clearly defining the concept of university autonomy and the related problem of the exercise of authority. These questions are: 1) who should be taught, 2) what should be taught, 3) who should teach, 4) how teaching should be done, 5) what atmosphere should be maintained for teaching, and 6) how to evaluate the attainments of students. These questions have been discussed in the light of government policies on education and the recent unrest and agitation among students in Pakistan.

28. HAQ, Muhammad Shamsul. Universities in Pakistan --- March of Education (Karachi) 1(1): 1-11. June 1969.

The article gives a history of the gradual development of higher education in Pakistan, beginning with the Indus Valley Civilization. However, major portion of the article traces the development of higher education in the post-independence period in general and the period after 1958 in particular. At the time of independence, there were only two universities in Pakistan, viz., the Punjab University (established in 1882) and the Dacca University (established in 1921). Other universities were established after independence. But the most significant growth in higher education, both in structure and content, has taken place since the commencement of the Second Plan in 1960. It was also during this period that education emerged as an area of strategic importance in the policy and plans of the government. A Commission for National Education was appointed and most of its recommendations were accepted by the government. A summary of the recommendations of the Commission is given. As a result of government initiative, the number of universities rose to 12 in 1966. The article describes the structure of each university, their academic years courses, admission, and the grades of the teaching staff. It lists a number of auxiliary organizations, such as Inter-University Board and other institutions operating in the field of higher education. As regards finance, the universities in Pakistan obtain their funds chiefly from two sources, (a) tution and examination fees, and (b) grants from the government. The article also gives a statement of public expenditure on higher education during the three five-year plans. The major problems before the universities in Pakistan are the wide gap between the resources of the universities and the growing demand for higher education, uneven distribution of students among the various courses of studies, and shortage of qualified teaching staff in certain areas of specialization. The progress made so far in higher education

has been discussed under the headings: equalization of opportunities, contribution to economic growth, rise in high-level trained manpower, research, sharing facilities with other nations, and service to the community. The task ahead is to make the universities serve as centers of higher learning and research.

29. HUSSAIN, Karrar. Colleges and the New Education Policy --- Dawn (Karachi) August 12 and 13, 1969.

The new education policy points out that the poor academic standards are due to too much government control in the case of government institutions and universities, and too little of government control in the case of private institutions. In keeping with these findings, the new policy provides for the grant of a very liberal measure of autonomy to the universities and government institutions, and stricter control over the affairs of private insititutions.

A liberal measure of autonomy for the universities is certainly desirable, but too much control over private institutions will not lead us anywhere. The suggestion that no new college should be allowed to start is unsound. A curb on the opening of new private colleges is certainly not going to make bad private colleges good. In fact the presence of bad private colleges indicates the need for more good colleges.

The question of the affiliation of colleges to the universities is discussed in detail. At present the two seem to have little to do with each other. This relationship also affects the status of the college teachers. In the new education policy, the status of the university teachers has been certainly raised to a dignified level, but that of the college teachers remains the same. The proposal for the new affiliating universities, which will not act as teaching bodies, is good and it will help colleges raise their status.

HISTORY OF EDUCATION

30. BARKATULLAH, Qazi M. Educational Heritage of Pakistan --- The Pakistan Review (Lahore), XVII 96): 29-33. June 1969.

The article traces the genesis of the educational system of Pakistan and discusses its gradual development. The native educational system of the Indo-Pakistan sub-continent has grown

through thousands of years and is deep-rooted in the various cultures. It received new vigor and orientation when the Muslims came to the subcontinent in the 8th Century. History of education during the Muslim rule in the subcontinent, including the Sultanate and the Mughal periods has been outlined. Up to the beginning of the British period, Muslim educational institutions were widespread in the subcontinent. But the introduction of the British type of education caused great harm to the local system of education. The educational system brought by the British was an alien system and was founded upon a political, social, economic and cultural concept totally different from the oriental concept of education.

31. FAROOQ, Ghulam. Sind Madressah-tul-Islam --- March of Education (Karachi) 1(1): 71-82. 1969.

This is a brief history of Sind Madressah, a noted school of Karachi, which has produced such illustrious men as Quaide Azam Mohammad Ali Jinnah. Khan Bahadur Hasan Ali Bay Effendi, a pioneer in the field of Muslim Education in Sind, was the moving spirit behind the school. With a view to providing facilities to the Muslims of Sind, he formed the Sind Madressah Board to establish a high school for secular and religious education. The writer traces the development of the school and gives details of its staff, building, curricula, and other prominent features. There is also a brief description of the present conditions.

32. Forman Christian College --- March of Education (Karachi) 1(1): 61-63. June 1969.

The article gives the history and special features of the Forman Christian College of Lahore. The college was founded in 1864 and is one of the oldest and best institutions in Lahore. The article describes the college campus which covers 130 acres of land and comprises six Academic Blocks, five residential Halls, a student Center, forty residential quarters for the staff, and extensive playing grounds. The college has, perhaps, the richest library with a collection of 60,000 books and receiving 52 current publications. The college also has provision for post-graduate teaching in economics and political science. The special features of the college are: 1) excellent staff, 2) tutorial groups, 3) periodical tests, 4) academic honors, 5) awards for performance in university examinations, 6)prize funds, and 7) mass physical training.

33. NIZAMANI, A.M. Education in Former Sind --- March of Education (Karachi) 1(1): 33-41. June 1969.

The writer presents a historical and cultural background of the former province of Sind and then traces the genesis and the history of gradual development of education in Sind. Education in Sind received an impetus under the Muslim influence in the wake of the Arab conquests in A.D. 712. At the time of British invasion of Sind, the places such as Thatta, Bhakhar, Matiari and Sehwan were the seats of great universities. In the vicinity of Thatta alone, there were 400 schools. The first school in Sind established by the British was founded after 1850 by Captain Preedy under the name Karachi Free School. Like Sir Sayyid Ahmad Khan in northern India, Khan Bahadur Hasan Ali Bay Effendi inspired the Muslims of Sind to take up English education, and through his efforts the Sind Muhammadan Association founded the Sind Madrasseh in 1885. Hindus also established many schools, and the government opened high schools in Karachi, Shikarpur and Hyderabad. After long deliberations from 1927 to 1947, the Sind University Act was passed and the university started functioning in Karachi from April 3, 1947. The University of Sind was shifted to Hyderabad in May 1951. The Muslims had no college in Sind for higher education till 1943, although there were five colleges in different parts of the region established by the Hindus. The Sind Muslim College was established in 1943. The educational development of the Sind region since 1947 has been briefly reported.

34. SHAFI, Mufti Mohammed. Islam ke Qarn-e-Awwal mein Ta'aleem ka Nisaab aur Nizaam-e-Ta'aleem (The Curriculum of Education and the System of Education in the First Period of Islam) --- Al-Balagh (Karachi) 3(3): 22-30. 1969 (U).

Education is of supreme importance in Islam. Islam enjoins on every man and woman to acquire knowledge at any cost. Prophet Mohammed was sent to this world as a teacher, and dissemination of knowledge was the foremost duty of all his immediate followers. As to educational curricula, Islam provides a complete system. The Holy Quran and the sayings of the Prophet cover the entire field of human activity. In the early period of Islam when the religion was confined to Arab peoples, the need to delve into the intricacies of language was absent, and education was mostly oral. Writing came in vogue quite late. In the early days, schools were confined to mosques and the residences of learned

people. With the spread of Islam beyond the frontiers of Arabia the scope of education expanded, and the knowledge of Arabic language was felt to be necessary to understand the Holy Quran and the sayings of the Holy Prophet. The art of writing was born, and separate buildings for schools began to grow with the time.

There is a detailed study of the system of education in the Indo-Pak subcontinent during the Muslim rule and afterwards. The curricula prevalent then and now are discussed, and it is suggested that the present curricula of Islamic education needs to be changed. It is suggested that as the knowledge of Persian and Greek languages formed part of the curricula in the past , the knowledge of English language be included in the modern curricula.

ISLAMIC EDUCATION

35. CHOUDHURI, A.M. Islami Samaj-Bybastai Shikkha (Education in the Islamic Social System) --- Prithibi (Dacca) VIII (7): 39-42. August 1969 (B).

The writer first defines the aim of education in the context of the Islamic educational system. Islam lays great emphasis on the acquisition of knowledge. But Islamic education does not mean only acquiring knowledge of Quran and Hadis as is the practice in the Madrassahs in Pakistan. Knowledge of secular affairs including natural sciences is also imperative. In the Islamic system, education envisages two ends. First comes the acquisition of knowledge about Quran, Hadis, Arabic language and literature, history, etc. as an aid to the understanding of the Quran and the Sunna, and secondly the acquisition of knowledge of physical sciences and technology, such as medicine, biology, physiology, physics, etc. The two functions of education are not divorced from each other.

36. SLASAL, Jalees and Muzaffrul Haq. Islami Nizame Ta'aleem (The Islamic System of Education) --- Hurryiat (Karachi) July 14 and 21, 1969 (U).

The mental and moral confusion with which our modern generation is suffering is the result of our present system of education. It utterly failed to reflect the ideological basis of our country.

In its present shape it is not of any use to us, individually or collectively. What we need is the Islamic system of education which can save the present generation from moral and mental bankruptcy. A big majority of our learned people is in favour of the Islamic system of education.

The writer interviewed a number of scholars to find their opinion on the introduction of Islamic education. The questions put to them were: 1) Is Islamic system of education necessary for the country? 2) What do you mean by the Islamic system of education? 3) What role can teachers and students play in the establishment of the Islamic system of education? 4) What do you think of people who are opposing the Islamic system of education? The answers to these questions have been compiled at the end.

37. SIDDIQUI, Amir Hasan. Educational System in Islam --- Dawn (Karachi) August 20 and 21, 1969.

At the advent of Islam there were very few men among the Arabs who could read and write. Arab education was restricted to poetry, oratory and a primitive form of astronomy. With the coming of Islam, a new era dawned in the search and acquisition of knowledge.

In Islam all educational activities owe their origin either to the Holy Quran or to the traditions of the Holy Prophet. The Prophet laid great emphasis upon education and impressed on his followers the need for the acquisition of knowledge. Compulsory education for every Muslim, man or woman, young or old, was introduced and regular literacy compaigns were launched in Medina and Mecca. The first Muslim institution of learning called Academy of Suffah, was founded during the lifetime of the Holy Prophet where he himself gave instruction . The second caliph, Hazarat Umar, appointed a number of learned men to lecture in the mosques of Kufa, Basra, Damascus and other places, In this way mosques became the center of education.

Educational progress during the Ummayyad and Abbasid caliphates is traced in some detail. Special mention has been made of Nizamia College of Nishapur and the efforts of Nizamul Mulk. Against the historical background, the writer has also discussed the curriculum development, method of teaching, and libraries in the various stages of the Muslim rule.

LIBRARIES

38. HAIDER, Syed Jalaluddin. The Fate of School Libraries in Pakistan --- Eastern Librarian (Dacca) III (3): 33-43. March 1969.

The article surveys school libraries in Pakistan and discusses their problems and prospects. The interest in school library in Pakistan is fairly recent. The reasons for the slow growth of school libraries in the country are: 1) defective educational system; 2) lack of familiarity on the part of school authorities with good school library program; 3) absence of organized leadership to promote school library idea; 4) lack of money; 5) dearth of children's literature; 6) failure of libraries to achieve professional standard for school libraries; and 7) the absence of competent human resources. All these reasons have been discussed and suggestions have been given to improve the situation.

39. MAJID, A.F. Fazlul. College Libraries in Pakistan: Their Potential in College Instruction --- Eastern Librarian (Dacca) III (3): 45-48. March 1969.

The article discusses the condition of college libraries in Pakistan and emphasizes the importance of college libraries in education. The college libraries in Pakistan are in poor condition, and the status and salaries of the librarians are poor. In East Pakistan the status of college librarians has been improved recently, but the potentiality of a college library in college instruction is not yet understood properly. College library can be an effective aid in college instruction only when educational administrators can understand the meaning and import of college library. College library should be a part of the overall planning of the college, college principal should be conscious of its potentiality, and the teachers should make use of the library facilities in their instruction program, by adopting methods like group discussion and project method assignments in place of lecturing and textbook recitation.

40. SIDDIQUI, Abu Bakr. Education Reforms and Libraries --- Dawn (Karachi) July 27, 1969.

In the proposed educational policy, libraries have found little recognition as educational institutions in their own right. There is hardly any mention of libraries and librarians in the

various proposals contained in the policy. The shortage of library facilities has, however, been mentioned, but no remedial steps have been suggested. The enhanced expenditure on education as suggested in the 4th and the 5th Five-Year Plans will not be very fruitful if library facilities are ignored. The success of education and research depends largely on the use of the books, journals, and reference and bibliographical tools. In our country, where individual book buying is a rarity for a variety of reasons, the need for better equipped libraries is more acute especially for students engaged in higher academic and research work , who require up-to-date information in their respective branches of learning.

The need of full-fledged libraries with trained attendants and librarians in schools, colleges, universities and research centers is imperative. Majority of our libraries are handicapped for want of adequate space, lack of book stock, and lower status and emoluments of librarians and other library staff.

41. SIDDIQUE, Abu. Bakr. Libraries, Education and Manpower --- Eastern Librarian (Dacca) III (3): 7-21. March 1969.

The writer stresses the importance of well-stocked libraries in the maximum utilization of manpower. Manpower problem is basically an educational problem, and education is closely linked with books, journals, etc. Education cannot be imparted without books, and research projects cannot insure dividends without journals and periodicals. The increase of educational and research institutions in Pakistan is of little material value if it is not accompanied by an increase in libraries and library facilities. Book production and publication in Pakistan leave much to be desired in spite of so many prizes offerred for best produced books. Figures of book production, as available in the National Bibliography of Pakistan 1962, and also figures taken from the registrar of Publication of provincial governments are given. Textbooks and scientific journals should be imported from abroad and the government should relax restrictions on these imports.

LITERATURE FOR CHILDREN

42. Bachchon ki Kitabon ke Nazaryiat-o-Maqasid (Aims and Objects of the Books for Children --- Kitab (Lahore) 3(7): 65-66. 1969 (U).

Our children are our future hope, and their proper training and upbringing is our moral duty. Books play an important role in

making the people civilized, and through books we can make our children worthy citizens of the future. Children's literature, therefore, matters a great deal in the building of a nation's future. The aims and objects of children's literature are to make children active members of the society, to inculcate in them the love of knowledge, to create in them positive and basic human values, to promote democratic thinking and brotherly feelings, and to awaken in them the love for their country.

To achieve these aims and objects, Ferozsons, famous publishers of children books, have formulated 24 guidelines for the authors and editors of children's books.

43. Extra-Curricular Information Books (Editorial) --- Talimo Tadris (Kahore) 2(2-3): 4-6. 1969 (U).

This is a brief editorial comment on the need and importance of supplementary books and materials for students. The information in the different fields of science and technology is rapidly expanding making it impossible for the prescribed school curriculum to keep pace with this expansion. There are several ways in which the challenge of new information should be met, and one of the ways is the publication of extra-curricular books and materials. In Pakistan the government, the research institutions, and the publishers can direct their attention to this pressing educational proble

44. HUMA, Syed Hasanullah. Bachchon ka Adab aur us ki Ahmyiat (The Literature for Children and its Importance) --- In: Shuae Adab (27-62) (Karachi) Ghuncha Club. 1969 (U).

We all know what type of juvenile literature is being produced in our country nowadays. The general trend is toward the production of cheap comics, horror stories and stories of wild imagination. Such literature has no relation to the problems of actual life.

Wholesome and standard juvenile literature is scant and whatever literature of quality we have it is from our literary treasure of the past. It may be asked why the present-day writers do not produce suitable literature for children. This was an important question which the writer of this article put to a number of litterateurs of our country. Their replies throw ample light on the quality of our juvenile literature and its paucity. Various suggestions for the improvement of the quality of juvenile literature have been made by various writers.

PHILOSOPHY OF EDUCATION

45. HUSSAIN, Zafar. Allama Ibne Khaldoon ke Ta'aleemi Nazaryiat (The Educational Ideas of Ibne Khaldoon) --- Fikro Khyial(Karachi) 7(7,8): 30-39. 1969 (U).

As the founder of the philosophy of history, Ibne Khaldoon is well-known throughout the world. He was a great scholar and was well-versed in many branches of knowledge. The present article is a discussion of his educational ideas propounded in his famous 'Muqqaddama.' In the sixth part of the 'Muqqaddama,', Ibne Khaldoon deals in detail with education. The utility of education for man is accepted by all. But Ibne Khaldoon went one step ahead and said that aacquisition of knowledge is the natural urge of man and education is his birth right which no one can take away from him.

Ibne Khaldoon was not happy with the then prevailing system of education, and presented his own system of education. The articleashows what profound influence his ideas exerted on later thinkers on the subject of education.

PHYSICAL EDUCATION

46. KHANBHAI, Zool. The Growth and Development of Physical Education --- Marches of Education (Karachi) 1(1): 64-67. June 1969.

The writer traces the evolution of physical education through different stages of history. Emphasis on physical education in Greece and Rome, and its importance during the Renaissance have been outlined. During the 18th and 19th centuries the Scandanavian countries contributed to the development of physical education through their researches and experiments. It was Denmark that first made physical education compulsory in schools. The English Public schools followed suit and evolved their own comprehensive system of physical education. The idea of physical education came to the U.S.A. in the last century first in the colleges. Of late, the concept of physical education has been broadened with the change in the concept of education which now shifted its emphasis from the curriculum to the child. Physical education has now been integrated with the academic, cultural, and social amelioration of the child. In Pakistan, following

the publication and implementation of the recommendations of the Commission on National Education, physical education has been integrated with academic subjects. Physical education syllabus has been prepared by the Curriculum Committee, and Physical Education Colleges have been set up in both wings of the country.

PROFESSIONAL EDUCATION

47. JAMALI, Abdul Jabbar. Commerce ki Ta'aleem ki Ahmyiat (The Importance of the Education of Commerce) --- Jang (Karachi) August 10, 1969 (U).

It is rather strange that commercial education finds no mention in the education policy announced recently. In all developed countries commercial education enjoys a recognized status in the field of professional education. In many of the developing countries too, commercial education has an official status and is managed by directorates of vocational education. Our own previous government was fully conscious of the importance of commercial education and opened a number of commercial institutes which are working under the directorate of vocational education.

With the growth of industry and commerce, commercial education is becoming more and more important. We need well-qualified people for banking, insurance, trade, industry, marketing, etc. In view of the importance of commercial education, we cannot afford to ignore it altogether, More commercial institutions are required for our present and future needs. The procedure of examination in vocational institutions should be simplified in order to produce more economists. The government should ask all mill-owners, industrialists, and other trade organizations to notify their requirements of manpower in the field of commerce. In the light of manpower requirements, a sound policy regarding commercial education should be formulated.

48. KHAN, Shahabuddin. Introduce Vocational Courses at Elementary Level --- Pakistan Observer (Dacca) September 3, 1969.

Schools have an important role to play in promoting technological education in our country. Vocational and technical education forms part of curricula at all stages, particularly at the secondary level, in all the developed countries of the world.

The proposal for providing vocational education to at least sixty per cent of the students is sound and reasonable. However, its implementation will be a difficult task as it involves expert curriculum planning, increased expenditure, professionally trained teachers, social acceptance, and a nucleus of highly efficient vocational and technical educators. These vocational educators should be able to provide leadership to bring about a change in the atmosphere where education is identified with the ability to learn from books and lectures, and where manual work is considered to be an activity fit only for the less intelligent people.

49. KIANI, Mrs. A. Educational and Vocational Guidance of Students
=== Jamia Educational Quarterly (Karachi) 10(3): 42-46. 1969.

The educators and the enlightened men and women in Pakistan have fully realized today that lack of proper guidance is a significant factor among the factors that are the cause of discontent and unrest among the students. Whatever one receives by way of formal education may not necessarily be helpful in advancing his abilities and interests or even in fulfilling the needs of the society. The writer examines the concepts of educational and vocational guidance and emphasizes the need for the establishment of Guidance Services at various levels in the educational setup. With a good Educational Guidance Program, education will become a purposeful activity, a dynamic process which will bring hope for the growing tide of children and youth in schools to be at peace with themselves and with their society.

50. Pakistan Public Administration Research Center, Lahore ---
Institutes of Public Administration Training in Pakistan. 1-41. 1969.

This booklet introduces the institutes of Training in Public Administration in Pakistan. As many as eight institutes are treated separately. They are: 1) National Institutes of Public Administration, one each at Karachi, Lahore and Dacca, 2) Pakistan Academies for Rural Development at Peshawar, and Comilla, 3) The Civil Service Academy, and 4) The Secretariat Training Institute. Aims and methods, course contents, review of activities, research and publications, staff and physical facilities of each institute have been described separately. The training at the Pakistan Administrative Staff College is designed to broaden the intellectual horizon of senior officers of the government. The three National Institutes of Public Administration at Karachi, Lahore and Dacca

are meant to provide inservice training to officers who possess experience of 7 to 14 years, class I service. The two academies for Rural Development at Peshawar and Comilla are designed to conduct research and to provide advanced training in rural development administration for the adminstrative and supervisory staff including the officers of the Civil Service of Pakistan and the Provincial Civil Service. The Civil Service Academy is meant for the training of entrants to the Civil Service and Foreign Service of Pakistan. The Secretariat Training Institute, originally intended for inservice training of the ministerial staff, has now assumed the additional function of providing training to the probationers of the Central Secretariat Service.

PSYCHOLOGY

51. HASAN, Mrs. P. Educational Guidance and Counselling --- Morning News (Karachi) September 29, 1969.

The students in Pakistan who enter the secondary and higher levels of education drift into it aimlessly, and find themselves either unemployed or misplaced in unsuitable jobs on completing their education. In order to counter this wastage it will be necessary to set up suitable agencies on a national as well as regional basis for the selection, guidance, and placement of the educated and skilled manpower available in the country. The writer discusses the role of educational guidance and the help such guidance can render to students in bringing about the maximum degree of adjustment within the individual and between the individual and society in terms of job selection and adjustment. Setting up of a Bureau of Guidance and Counselling has been discussed. At the end the writer describes the guidance and counselling program started by the Board of Intermediate and Secondary Education, Karachi, in 1964. A follow-up study of this program shows that it has been very successful in identifying suitability of students to different types of courses.

52. KAZMI, Maqsud. Talimo Tarbiat ke Lehaz se Bachcho ke Ibtedai Nau Sal (The Upbring of Children and the First Nine Years) --- Talimo Tadris (Lahore) 2(2-3): 19-28. 1969 (U).

This is a brief description of child development and growth

through the first nine years. The pattern of a child's personality is organized during the first five years. Of these, the last three years are, educationally, of vital importance. At the age of three a child's perception is sufficiently developed to learn new patterns of behavior, although he learns mostly through imitation. The writer explains the child's emotional and social growth year by year, with special emphasis on his educational growth and development. From the age of six begins the period of formal schooling. Distinctive developmental features for each year from six to nine have been described.

53. KHAN, Shah Nazar. Talimi Nafsiat (Educational Psychology) --- Talimo Tadris (Lahore) 2(1): 32-38. 1968 (U).

This is a general introductory paper on educational psychology. Education seeks desirable changes and modifications in the learners' behavior. Behavior is rudimented in life-urges and psychology is an attempt to explain these urges. In this way education is inseparable from psychology. The writer traces the development of psychology as it has influenced the educational scene. Modern education is no longer subject-centered; its focus is centered in child. Education today seeks the intellectual development and the emotional growth and adjustment of children. The scope of educational psychology has been described, together with the improvements in the methodology and techniques of education that new researches in psychology have introduced. The importance of educational psychology for the teacher, in his own mental adjustment has been briefly discussed.

54. RAHMAN, K.M. Problems of Creativity in Education --- Action (Lahore) 7(1-3): 11-10. 1969.

The writer discusses the problems of creativity in the context of Pakistani education, and presents a set of recommendations for better cultivation of the nation's potential of creative ability. Creativity is related to the growth of civilization, and Pakistanis as a nation should be capable of creating a civilization or contributing creatively to the already existing civilizations of the world. Within the framework of Pakistani education, the writer discusses the relationship of creativity to freedom of instruction, methods of instruction, and the medium of instruction. Creative education must be free from all external dictation. Pakistani educators need to be concious of the fact that educational institutions benefit from a policy of

academic freedom. The linguistic problems existing in Pakistan are extremely detrimental to the creative growth of the nation, and deserve the best of attention of the Pakistani educators. Instruction should stimulate the development of creativity in children, and should be based on a better appraisal of their individual creative abilities.

55. RASHEED, Munnawwar Jahan. Bachche Andhere se Darte Hain (Children are Afraid of the Dark) --- Talimo Tadris (Lahore) 2(2,3): 65-70. 1969 (U).

The writer explains the nature of fear, and why it is almost natural for children to be afraid of the dark. Fear runs counter to the deeply ingrained sense of security in the child. Darkness enhances insecurity in children, as they are not able to use their senses when it is dark and they do not have as firm a grip on reality as they have it in the light. The writer discusses the various measures which can be taken to cure the fear of darkness in children. As children grow in a normal atmosphere, they gradually outgrow their fear of the dark and their personality develops in a balanced way. The parents and teachers should be sympathetic toward children and should provide them the necessary sense of security.

RELIGIOUS EDUCATION

56. Ucchoshikkhai Dhormoneropekhotar Shuparish (The Recommendation of Neutrality of Religion in Higher Education) --- Sangbad (Dacca) July 28, 1969 (B).

This is an editorial comment on a recent Dacca University seminar which discussed the issue of religious orientation to higher education. The participants in the seminar were against giving a religious orientation to higher education. The editorial favors this view and decries the misuse of the slogan of Islam and Islamic teachings. Religious education is necessary, but it should be imparted as a separate subject. The United Kingdom and the United States are a case in point. These countries attach considerable importance to religion, but at the same time higher education has been kept separate from religion. These countries have separate organizations for the spread of religion. The same method should be adopted in our country.

SCIENCE EDUCATION

57. Biggan Shikkha Paddhoti (The System of Scientific Education) --- Dainik Pakistan (Dacca) (Editorial) July 29, 1969 (B).

Scientific and technical education in Pakistan deserves greater attention than at present both from the government and the public. For the Third Plan, a total allocation of Rs.21.34 crore was made for technical education in West Pakistan. During the first four years, only Rs.6.33 crore were utilized. The Polytechnic program has been most disappointing. Student enrolment is expected to rise from 5,000 to only 8,000 during the Plan period as against the target of 20,000. The vocational school program has also yielded poor results. During the Third Plan, the Education Department took over 11 industrial schools for boys and 25 vocational schools for girls from the Department of Industries. The pace of technical and scientific education in East Pakistan has been equally slow. No significant progress has been made in the field of scientific, technological and technical education.

58. CHUGHTAI, M.I.D. Scientific Research and the Universities in the 4th 5-Year Plan) --- Dawn (Karachi) August 4, 1969.

In the objectives of the Fourth Plan it is stated that every effort will be made to make the maximum and most efficient use of our material and human resources, and for this what we most need is the development of scientific research. The functions of the universities are twofold that is, to impart instruction and to promote scientific research. With few exceptions, our universities have little to show in the case of the latter functions. This failure was due to the inadequacy of funds for research. In the current Five-Year Plan the expenditure on scientific research is estimated at 0.17 per cent of the gross national product. Compared to the expenditures in other countries, this amount is meager Unless the allocation is trebled in the Fourth 5-Year, we cannot expect much in the field of scientific research.

Every university should have sufficient funds to carry out its own research programs. It is suggested that universities should lay more stress on applied than on theoritical research as is the case in Britain and other advanced countries. This does not mean that no fundamental research should be undertaken by the universities. Fundamental research is very important in the creation and growth of scientific manpower and the checking of the

brain-drain in our country. A number of suggestions have been made for providing better incentives to our youth in the field of scientific research.

59. HUQUE, Abu Obaidul. New Approach to Science Teaching --- Pakistan Observer (Dacca) July 16, 1969.

In order to encourage science teachers to improve their professional standard, a number of programs, such as summer institutes, inservice training, and science workshops should be sponsored by the government and scientific organizations at different colleges and universities. The programs should be conducted by experts who have proficiency in the modern trends and philosophy of science. To make the programs attractive the participants should be given a generous allowance to cover their expenses during training. A "follow-up program" should be designed to encourage the trainees to put into practice the new ideas they have learned. The "follow-up" activities should include preparation and distribution of various types of teaching materials, such as science texts; laboratory manuals, apparatus, and equipment; and journals, magazines, and different kinds of literature in science education.

60. HUQUE, Abu Obaidul. The Modern Approach to Science Teaching --- Action (Lahore) VII (1-3):333-37. July 1969.

The writer advocates introduction of new methods of teaching science. An important method is the discovery method of teaching science. This method emphasizes the acquisition of knowledge through discovery rather than the traditional way of memorization. It helps creativity in students. The prerequisites for the discovery method are: 1) Every science teacher should have proper training in the discovery method of teaching; 2) Since the new approach will require more apparatus, materials, and facilities which are expensive and not locally available, it is necessary, in terms of economy of the country, that these are designed and manufactured locally; 3) Textbooks on different branches of teaching science through the enquiry and discovery approach; 4) The verification method previously used in the science laboratories of the Pakistani schools and colleges should give place to inquiry and discovery method; 5) For effective science teaching more science teachers should be trained and employed and the teacher-student ratio should be maintained at 1:40; and, 6) Objective type of examinations need to be introduced. For direct evaluation, a part of the students' total evaluation should be done by the class-room teacher.

61. QUADRI, A.H. Science Policy: Some Suggestions --- Dawn (Karachi) August 13, 1969.

We are awaiting a new approach to research and advanced training in scientific and technical fields consistent with the requirements of Pakistan's development and in line with the demands of the advancement of science in other countries. The need for self-sufficiency in the fiedls of fundamental and applied sciences is immediate and obvious. With the announcement of the proposals for a new education policy, it is necessary that fresh appraisal and assessment of scientific training and research is made. The proposed change will greatly enhance the need for the production and training of a larger number of scientists and technologists in educational institutions.

There are several aspects of scientific research, all of which need immediate attention. Fundamental scientific research needs much larger allocations of funds and support than at present. The chief centers of such research should be located in the universities, which should be regarded and developed as base-line camps of scientific expeditions. A National Center of Scientific Research should be organized as in France. The manpower requirements of universities for scientific research should also be ascertained. The need for the integration of scientific research with applied research should also be clearly realized.

62. SAAD, Ismail. Science aur Talim ek Nazriati Jaiza (Science and Education - A Theoretical Assessment) Talimo Tadris (Lahore) 2(2-3): 7-18. 1969 (U).

This is an exposition of the teaching of science from the point of view of educational philosophy. The writer discusses the different educational considerations which educators in general and the science teachers in particular, should keep before them. Teaching of science does not merely mean imparting systematic information about a given field of knowledge. The students should also learn the import of the scientific method, its application in different fields of knowledge, and its limitations. A more important consideration in the teaching of science should be to cultivate in the students a certain scientific attitude of mind, a certain way of looking at the natural and human phenomena. The students should also learn about the application and practical implications of science in human life and its influence on different departments of our life.

SOCIAL PSYCHOLOGY

63. AZIZ, Mohammad Abdul. Talemi Siyadat (Educational Leadership) --- Talimo Tadris (Lahore) 2(1-2): 93-110. 1969 (U).

The conditions in Pakistan are not conducive to the development of educational leadership in the country. A variety of factors are responsible for this state of affairs. Of these, the most important factors which hamper the growth of educational leadership are: 1) The authoritarian administrative bureaucracy, 2) Absence of creative imagination among the educators, and 3) Lack of national consensus about the purpose of education. Educational leadership is vitally important for the intellectual, economic and social development of a country. It serves to harmonize national education with the life and changing conditions in the country. Educational leadership can develop only in an atmosphere of freedom, mutual respect, and cooperation. The writer lists the salient characteristics of educational leadership and discusses their application in the context of the conditions obtaining in Pakistan.

64. Maladjustment: What Education Can Do --- Enterprise (Karachi) XVIII (July-August): 6. 1969.

There are three distinguishable types of personality adjustment problems: 1) avoiding maladjustment and building the healthy well-adjusted personality, 2) the problem of curing milder or less serious cases of maladjustment, and 3) the problem of dealing with serious cases of maladjustment. The first two cases of the problem are to be solved by the parents and the teacher and the third case is to be dealt with by a psychiatrist. Building strong emotional adjustment means the recognition of the children's personal wants and insistent minor urges such as (i) the craving for interesting and exciting activity, (ii) demand for security, (iii) desire for response, and (iv) desire for recognition. If denied natural expression and satisfaction in these aspects, these urges will accumulate and in the long run seriously interfere with desirable normal behavior. Teachers and parents must recognize the serious demands which the existence of these urges make on all who have to do with childhood or youth.

SOCIOLOGY

65. SHAMI: Parwaiz. The Cleavage between Home and School --- Dawn

(Karachi) July 27, August 3, 1969.

The writer discusses the cleavage between home and school with special reference to Pakistan's educational situation. The present position is that there is no common factor between the two institutions, home and school. This retards the wholesome development of the individual, Hence the divergence of standards and the increase in the incidence of indiscipline. Such a state may hinder the growing generation of Pakistan, and is likely to breed general unrest. The writer surveys the home conditions in Pakistan and examines Pakistani schools at different educational levels. The problems relating both to home and school which sharpen the cleavage between the two institutions have been identified. The writer discusses these problems and gives a number of suggestions to harmonize the home and the school.

STUDENTS' PROBLEMS

66. AHMAD, Bashir. Student Unrest --- Pakistan Observer (Dacca) September 21, 1969.

The modern community of students is not only more aware of but also more concerned about the possibilities and problems of tomorrow than its predecessors. The student turmoil, which is sometimes sought to be explained by their frustration and dissatisfaction with their institutions and the bureaucracies against which they find themselves helpless, has roots which go much deeper. It cannot be wholly explained by their feelings of alienation from their studies which are sometimes irrelevant to the realities of life; nor could it be ascribed to their aloofness from their families, professors, or the institutions which govern their conduct. It goes much farther than their feelings of helplessness to change the system of examination gradings, and their desire for a greater say in the affairs of the Universities and the hiring of their professors. Most of these reasons, which are considered to be the causes of student unrest, are just the symstoms of the students' concern about the complexities of modern life, their apprehensions about the future of the societies in which they have to live, and their fear of the future in a world so different from the one they conceptualize for themselves.

67. Chatro Samajer Daitte. (The Responsibility of Student Community) --- Azad (Dacca) Editorial) August 5, 1969 (B).

This is an editorial comment commending the approach to the subject in the new educational policy proposals for dealing with the problem of student unrest. The proposals are based on a realization of the importance of student community and constitute an attempt for a permanent solution of some of the problems which continue to agitate the minds of the students. Students have been induced to take part in the administration of educational institutions, which should serve to divert their energies from politics to constructive educational activities. The genuine demands of the students, especially those relating to their education, must be recognized and granted.

68. SALAM, K.M. Abdus. Educational Policy Making and Administration --- Pakistan Observer (Dacca) September 20, 1969.

The writer discusses the need and importance of student participation in educational policy-making and administration in Pakistan. In our system of education we teach subjets and not students. Students are reduced to tools as if they are inaminate objects. Students, on the contrary, are changing and growing beings. Modern education demands that we must develop the students, and in the process of developing them allow them a share in policy-making and in the activities of development. Students should be allowed to participate not only in [illegible] setting up the objectives of education but also in curriculum-making and class room instruction. Students should also be allowed to have representation on the governing bodies of non-government colleges. They should be entrusted with the responsibility of fund-raising.

69. SHAFI, S.M. Student Unrest in Pakistan - Some Suggested Remedies --- Jamia Educational Quarterly (Karachi) 10(3): 39-41. 1969.

The common factors of demands that lead to the periodic outbreak of student unrest have been reduction in tuition fees, concession in bus fares, abolition of three-year degree course, repeal of university ordinance, more seats in engineering and medical colleges, supply of cheap textbooks, etc. The student movement which began in October last year was peculiar in the sense that it coincided with the political agitation of the people against the unsatisfactory socio-economic conditions in

the country. In the context of these demands and the peculiar nature of the recent unrest, the writer presents a number of suggestions as remedial measures for solving the problem. The steps suggested emphasize greater appreciation of students' problems, personal contact between the teachers and the taught, better educational facilities, and an Islamic orientation to education.

70. SHAMI, Parwaiz. The Students' Unrest - A Revolt or a Revolution --- Jamia Educational Quarterly (Karachi) 10(3): 13-29. 1969.

Pakistan and its youth have reacted upon each other so intimately and ferociously that each of them in turn has been responsible for the revolution and renaissance of each. The Muslim youth formed the heart of the movement for Pakistan and were responsible for humbling the imperial pride of the British and damping their sense of extra-territorial attachments. Today the students are again in the thick of things to disprove the contentions of the anarchists and the proletariats, and they are all getting set to usher in another era of Islamic democracy. This energy of the youth should be so channeled as to introduce a system and a cohesion in the continuum of an emotional and intellectual rehabilitative process. It should formulate dynamic laws of influence or causation for solving some basic post-demonstration problems.

71. SIDDIQI, Mrs. M.B. Students and the Educational System - Causes of the Unrest --- Jamia Educational Quarterly (Karachi) 10(3): 30-34. 1969.

The writer surveys the causes of recent student unrest in Pakistan and points out the drawbacks in the educational system in the country. However, the causes of unrest are not solely educational. Perhaps the more important causes for the student agitation are social, economic and political. If we wish to set up a democratic government and a free society, we must first promote in our children the sense of civic responsibility and constructive thinking so that they may exercise the right of self-determination without being politically exploited. There should be placement services in the schools and colleges to obtain part-time jobs for our students during their student life. The present unrest is basically due to economic bankruptcy of the nation which has expressed itself in a mass movement of which the student unrest is only a part.

72. ZUBAIR, Mrs. S. Student Problems --- Jamia Educational Quarterly (Karachi) 10(3): 35-38. 1969.

The writer analyzes and discusses student problems in the context of student unrest in Pakistan. The problems are of educational, social, and economic nature. The situation can be improved if education is made less expensive, cumbersome restrictions are lifted, and the quality of education is improved. The writer lists a number of suggestions for such improvement. The social and economic causes pertain to the general low standard of living of the people and the numerous urban and rural problems. The teachers can help the students in their social adjustment provided they enjoy a status in society, have economic security, and are duty - conscious, The nature of relationship between the student and the teacher is vital to the proper upbringing of students.

TEACHERS EDUCATION

73. HUQUE, Abu Obaidul. Need for Teacher Training --- Morning News (Dacca) August 3, 1969.

The writer presents some suggestions for the improvement of the teacher training program. At present about two-thirds of the secondary teachers are untrained. The number of teachers training institutions should be increased, so that a sufficient number of of suitably trained teachers are available to man the primary and secondary schools. The teaching staff in all the existing teacher training institutions should be increased.

Training facilities at the existing training institutions should be improved in order to maintain a sound training program for our prospective teachers.

In addition to their regular programs, the existing teacher training institutions should regularly hold short-term inservice training programs for both the new and the old teachers. More inservice training institutions should be established in the country with the help of government, education boards and philanthropic organizations.

Courses in the methodology of education should be included in the pass and honors degree courses as elective subjects.

Service conditions of the teaching profession as a whole should be improved so as to give it a respectable social status and recognition. The amount of stipends should be further increased to attfact adequate number of well-qualified and talented persons to the teacher training institutions.

74. JAAFARI, S.H.A. The Teacher and the National Character --- March of Education (Karachi) 1(1): 42-51. 1969.

The most important issue that confronts us today is a general decline in the civic standards which is seen in the growing corruption in our public life, in the lowering of efficiency in every-day things, and in the decline of our pride in craftsmanship and our capacity for disciplined and cooperative efforts. A sustained and conscious educational effort is urgently needed to cure these evils which have their roots in socio-economic conditions obtaining in the country. Teachers as educators should so orientate education in its ideology, its methods and its organization that it should develop the basic qualities of character which are necessary for the successful functioning of the democratic way of life. Teachers can be successful educators only if they have genuine reverence for childhood, faith in the child's immense possibilities, patience and sympathy with him, and a sense of joy in the great creative work which they are doing as teachers.

75. LODHI, Shamshad Mohammad. Tarbiate Asateza men Nazari Talim aur Amali Mashq (Theoretical Education and Practical Training in the Training of Teachers) --- Talimo Tadris (Lahore) 2(2-3): 81-92. 1969 (U).

This is a summarized translation in Urdu of an article by M.D. Shipman of Worcester College of Education published in the June 1967 issue of the Educational Research in England. The usual practice in the Colleges of Education has been to combine theoretical education with practical training, so that the student-teachers can experience the application of what they have learnt in the training college. The writer tested the validity of this assumption at Worcester College of Education where the duration of training for teachers is 3 years which includes 15 weeks of practical training in schools. The study indicates that practical training does not always reinforce theoretical learning. Occasionally it is found that the conditions in schools are different from those in the college, and the student-teachers' practical experiences negate what they are taught in the college.

76. FATEHPURI, Farman. Likhna Kiun kar Sikhaen (Teaching of Writing) --- Talimo Tadris (Lahore) 2(2-3): 50-64. 1969 (U).

The writer discusses the different instructional systems used for the teaching of writing and appraises their suitability in the case of the Urdu language. Of the different systems, the most popular and widely used are: 1) the Montessorial method, 2) the Pestalotzzi system, 3) the Analytical method, 4) the Alphabetical system, and 5) the Mixed method. The first two methods, although sound psychologically, are not much suited to the Urdu script. The mixed method, which combines features of the analytical and alphabetical methods, can be better employed for the teaching of script in Urdu. The writer discusses the different ways which should be used for the proper motivation of children. The different steps in using the mixed method have been described and extensively illustrated by examples.

77. ISLAM, Fakhrul. Education Policy: Official Languages --- Dawn (Karachi) September 2, 1969.

The introduction of Urdu and Bengali as official languages and as media of instruction is a feature of the new education policy that has earned the whole-hearted support of the entire nation. The few who oppose this proposal should bear in mind that we are no more a British colony. We have our own languages which are better media of communication for us than any foreign language. No one can deny that English has an international status, but it does not mean that we should sacrifice our own languages for English. The Chinese language is one of the most difficult languages of the world, and in spite of this fact, it is doing well as the official language of China.

It is often argued that our national languages are wanting in modern technical terminology. It may be pointed out that a lot of work has already been done in this connection, and this would be further accelerated with government patronage. One thing is however clear. So long as our national languages are not recognised and introduced as the official languages and the media of instruction at all levels of education, they will remain as undeveloped and poor as ever.

78. KIDWAI, Jalil A. Sir Ross Masood on Medium of Education --- Dawn (Karachi) August 10 and 17, 1969.

Sir Ross Masood, the noted educationist, linguist and scholar of

India in the pre-partition days, was a great protagonist of the use of mother tongue as medium of instruction in all the subjects up to the highest level of education. It was during his tenure as Director of Public Instruction that the Usmania University was founded which successfully experimented with the use of mother tongue (Urdu) as the medium of instruction.

Here his oral evidence is presented which he gave in 1942 before a commission of experts which was examining the question of medium of instruction in all its aspects. Most critical and searching questions were put to him, but he replied with quiet ease and confidence and satisfied the commission on this point. This is a long evidence and throws ample light on the question of medium of instruction and establishes the case for the introduction of mother tongues in place of English.

79. MAHFUZULLAH, Mohammad. Matribhashai Shikkha (Mother Tongue as Medium of Instruction) --- Dainik Pakistan (Dacca) August 12, 1969 (U).

Mother tongue should be made the medium of instruction throughout the country. The argument that modern education can be imparted easily through the medium of English is not convincing. A child picks up his own language more easily and can better comprehend through the language he speaks. The argument that Bengali is not sufficiently developed for the purpose of teaching modern sciences does not rest on observed facts. In every country mother tongue receives priority, especially as medium of instruction, and this will be a sound policy for Pakistan too.

80. RAHEEM, Nawaz A. Education Policy and Arabic --- Evening Star (Karachi) August 11, 1969.

The most important feature of the new education policy is the great stress o it lays on the introduction of national languages as the media of instruction. English is, no doubt, a universal language, but at the same time it is the symbal of our past slavery. Now that we are taking a fresh look at our educational system, we must endeavour to restore to Arabic the position which English has been enjoying so far.

Arabic should be included in our curricula as a compulsory subject for all classes. For a Muslim, the importance of Arabic cannot be overemphasized. It is the principal vehicle of our religious and spiritual thoughts, and through this language alone we can

unite the Muslim world. A language has always been and will be the most formidable weapon that can shatter artificial boundaries which divide nations. Islam and Arabic, the language of the Holy Quran, can bring all Muslims close to one another, irrespective of their country, color or race.

81. Shikkhar Maddhomrupe Jatio Bhasha (The National Language as Medium of Instruction) --- Dainik Pakistan (Dacca) July 20, 1969. (B).

The two national languages of Pakistan, Urdu and Bengali, are sufficiently developed to replace English as media of instruction. The arguments put forward against the national languages are not warranted. The quality of education will not be affected if the students are taught in Bengali. All the important books in English have already been rendered in Bengali. To examine this issue a national textbook committee should be set up. This committee should examine the books already translated and the future translation needs. Emphasis should, however, be on original books in national languages written by specialists.

TECHNICAL EDUCATION

82. ALI, Mir Mohammed. Technical Education in Pakistan --- Dawn (Karachi) August 31 and September 14, 1969.

It is a well-established fact that requirements of technical manpower differ at various levels. At the lower level of technical skill there is a big need for skilled and semiskilled workers, but it gradually decreases at intermediate and higher levels. A generally accepted ratio of 1:5:100 between engineers, technicians and the skilled workers determines the proportion of manpower requirements at different levels.

In order to coordinate the educational system with the technical manpower requirements, we should evolve a framework of education which can provide a large number of technical skills with a gradual decrease at higher levels. With this objective in view, the writer examines thoroughly the present system of technical education and presents in detail his various suggestions. The main emphasis is on the integration of vocational, technical and engineering education. An autonomous body is recommended in the shape of a Technical and Vocational Education Authority, which will look after the entire system of technical education in the country.

83. REHMAN, M. Hafeez-ur. Technical Education --- Morning News (Karachi) September 28, 1969.

The slow expansion rate of industries in Pakistan has limited the opportunities of employment in individual industries. It is, therefore, erroneous to plan the production of technicians on the basis of the classification of industries. Experience has shown that technical education program adopted on the basis of the types of industries has failed and even the limited number of technicians produced for a particular type of industry could not be absorbed. It is suggested that the technical education program should be broad-based, taking into consideration the general nature of work in closely related industries, designed to produce such technicians as could work in any particular group of industries. The writer cites the case of Habib Institute of Technology in Nawabshah where an attempt has been successfully made to evolve a program on these lines. It is proposed that this program be nationally adopted as part of the technical education program.

TEXTBOOKS

84. Pattho Pushtaker Mullo (The Price of the Textbook) --- Sangbad (Editorial) (Dacca) May 3, 1969 (B).

The School Textbook Board was established in Dacca with the hope that books would be more easily available at a moderate price. But these expectations have been belied. The prices of books have increased, printing is poor, proofreading is bad, and language is below standard. In spite of these complaints, the Textbook Board has made no attempt toward improvement. Every year the prices of books go up, making it impossible for the families of lower income group to procure textbooks. It is high time the government investigated the matter and, if needed, subsidized the Board to lower the prices of the textbooks.

WOMEN'S EDUCATION

85. KHALEDA, Lutfunnahar. Nari Shikkhar Prayajaniyata (Necessary of Woman Education) XXII (40): 24 & 27. September 7, 1969 (B).

The writer makes an attempt to prove the importance of female

education in the life of a nation, and points out some drawbacks in the social conditions of the country, which hinder the spread of education among the women. The prime importance of female education lies in the role of mothers as the first and initial teachers of the children. The impact of the mothers on their children is everlasting. But only an educated mother can give the best initial education to her child. The problems discussed are: 1) inadequacy of seats in the girls schools, women colleges, etc., 2) inadequate facility of hostel accommodation, and 3) the problems of transport and communication.

86. NAEEMA, Maqsood and others. Khwateen ke Liya Elahida Nisaab Banaya Jai (Separate Syllabi be Prepared for Women) --- Jang (Karachi) August 9, 1969 (U).

This is a memorandum signed by a number of girl students and demanding arrangements and facilities of a separate type of education for women according to the separate roles they have to play in life. It is unfortunate that no thought has so far been given to the introduction of a suitable type of education for women. It seems to have been taken for granted as a matter of policy that there is no need for a separate type of education for girls.

Ours is a Muslim country and the ducation of our womenfolk should be such that they become good Muslims in their future life. We have to make great changes in the present syllabi to make them conform to this basic requirement. It is estimated that only 5 per cent of the educated women make any use of their education in their actual life, and the rest take to the most ancient profession of house-keeping and preserve their degrees and certificates as sacred mementos. This wastage of education is a great national loss.

The syllabi for women should include subjects like child psychology, home economics, ethics, first aid, etc. This will enable the majority of our womenfolk to get the type of education they most require. But it does not mean that the doors of higher education should be closed to them. If some of them desire such education and possess the necessary qualification, they should be given the opportunities for higher education.

87. Nari Shikkhar Suyug (Facilities for Women Education) --- Begum (Dacca) XXII (43): 1. September 28, 1969 (B).

This is an editorial comment on the problems of the inadequacy

of accommodation, lack of equipment and hostel facilities in women's colleges in East Pakistan in general and Nari Shikkha Mandir College in particular. Although there has been rapid progress in the field of education in the province, the scope for women's education has not expanded proportionately. The Nari Shikkha Mandir Women's College holds classes under trees for lack of accommodation. The editorial suggests that the government of East Pakistan should accommodate the college in a nearby house which has been already declared evacuee property. The article also appeals to the wealthier section of the people to come forward to help the advancement of women education in the province through financial aid.

88. ZAMAN, Swapna. Whither Female Education? --- Pakistan Observer (Dacca) August 31, 1969.

The Commission on National Education had recognized the need and importance of women's education, and recommend that adequate facilities should be given to women to develop their talents and personalities so that they could lead a socially useful, productive, and honorable life.

The progress of women's education in East Pakistan has been encouraging. In 1947-48 the total number of high schools for girls was sixty-two and in 1964-67 it rose to one hundred and seventy-three. The figures for girls were respectively 13,461 and 13,742. In 1947-48 the number of intermediate colleges for girls was four and in 1964-65 it was eight. The total number of girls rose from 224 to 1,603 respectively. There was only one Degree College for girls in 1947-48 and in 1964-65 the number increased to 12. The figures for students in Degree colleges for girls were 235 and 2,847 respectively.

The Commission on National Education also suggested that in addition to teaching and medicine, qualified women should be admitted to programs in law, nursing, commerce, art, engineering and architecture, and all other professional colleges on equal terms with men.

The task before us is to reshape, remodel and reorient our women's education for the betterment of our country.

GENERAL

89. Chhatra Bharti Samasya (Problem of Students' Admission) ---

Purbadesh (Editorial) (Dacca) 1(34): 6. September 17, 1969 (B).

This is an editorial comment on the difficulties that students experience while seeking admission to schools, colleges, and universities in East Pakistan. Every year a large number of students remain uncertain for a long time about the admission test results. When the results are out, many students renew their efforts for admission with subjects which are not to their liking, and some of them are compelled to give up study and go out in search of jobs. In view of the increasing demand for doctors, engineers, and technologist, the country can ill afford this waste of student talent. In the primary stages, a large number of boys and girls are denied admission. The root cause of the admission problem is the inadequate number of educational institutions to meet the demands of an increasing population.

90. HAIDER, Taj. Kutch Ta'aleem aur Talib Ilmon ke Bare Mein (Something About Education and Students) --- Hurryiat (Karachi) April 10, 1969 (U).

Education is of no value if it does not serve man in his actual life. Unfortunately this is the type of education we are getting in our schools at present. The purpose of the present system of education is only to provide a degree to the student which he uses as a passport to some job. The standard of education is deteriorating day by day.

It is suggested by some that we should limit the facilities of education in order to provide better education within our limited resources. It is no use increasing the number of unemployed people, when we are not in a position to provide suitable jobs to all those who come out of our universities. This is an absolutely erroneous view, and by limiting educational facilities we cannot improve the standard of education. For this we need revolutionary changes in the present educational setup. Educational facilities should be provided to all, and a national movement should be launched to make education universal. The idea of limiting education means nothing but depriving the poor people of the benefits of education and making them available only to the few.

91. JASKANI, Gul Mohammad. Vaqfai Tafrih (School Recess Period) --- Talimo Tadris (Lahore) 2(2-3): 29-36. 1969 (U).

This is a brief comment on the educational significance of the

school recess period. This interval of nearly one-half hour is essential for refreshing students and stimulating their interest in class-room interaction. Without recess children would be bored to death and unable to take the least interest in the things taught. They feel completely relaxed during this time and their activities during recess can tell a lot about child psychology to an observant teacher. The writer advises teachers to mix with their students and take part in their games and pranks and use the opportunity to observe them from close quarters.

92. KHAN, Shah Nazar. Talimi Moaene (Educational Inspections) --- Talimo Tadrish (Lahore) 2(2-3): 37-49. 1969 (U).

This is a critical appraisal of the system of school inspection as it exists and operates in Pakistan at present. Educational inspections are a legacy from our colonial past and they are meant to be an assessment of teacher's work whereby only his weaknesses are probed and pointed out. He receives no encouragement for his good points, as it is considered to be a part of his duty to exert himself to the best of his ability. Inspection in its wider sense consists not only in assessing the teacher's work and the student's achievement but also in providing the teachers the necessary guidance, discussing their problems, evaluating the curriculum and introducing the teachers with the newer and better methods of teaching. The writer points out the weaknesses in the present system of inspection and discusses ways and means for its improvement.

93. NAQVI, Tahir Jameel. Pakistan Mein Ma'ashyiat ki Ta'aleem (The Education of Economics in Pakistan) --- Jang (Karachi) July 13, 1969 (U).

The criterion for the development of a country is its economic prosperity which in its turn depends on sound economic planning. Sound economic planning is not possible without good economists. And for good economists we should have enough facilities of education in the field of economics. Although courses in economics areeprovided in colleges and universities, economics as a subject has not so far received the attention it deserves. As an optional subject, economics is in great demand among students because a degree in economics insures a respectable job.

It is suggested that admissions to master's classes should be based on oral examinations to limit higher studies in the subject only to those who deserve it. Able staff should be employed for

raising the standard of teaching. The national languages should be adopted as the media of instruction; uniform syllabi should be introduced in all the universities of Pakistan; and an institution like the London School of Economics should be established in the country.

94. SALAM, Abdus. Shikkha Bybasta Samparkey Duti Kotha (Few Words About the Educational System) --- Purba Desh (Dacca) 1(34): 8 and 10. September 17, 1969 (B).

The writer throws light on the causes of low-quality output of the educational system in Pakistan. Although expenditure on education has been increased manifold, and the number of students and eucational institution has increased, the quality of the output remains the same as it was in the British period. The reasons, in the first place, lie in the lack of qualified people. Secondly, in most cases suitable persons have not been entrusted with the task of carrying out educational reforms. Thirdly, English which still serves as the medium of instruction, does not provide opportunity to the students to develop their latent faculties. The only way to raise the quality of education is to entrust professional educators with the task of reforming educational system and to adopt mother tongue as the medium of instruction.

95. Shikkha Bureau: Karmasuchi-o-karyakram (Education Bureau: Programs and Activities) --- Pak Jam Huriat (Dacca) IX (7 & 8): 55 and 56. August 14, 1969 (B).

The article traces the history of the establishment of the Central Bureau of Education, Ministry of Education, Government of Pakistan and its activities since its establishment. Till 1960, the Bureau was a part of the Ministry of Education, and a separate plan was made for it in the 2nd National Development Plan. The 3rd plan also approved the construction of a separate building for the Bureau at Islamabad, the setting up of a reproduction unit in it, and the strengthening of its different branches. The Bureau is a service insitution meant for collecting complete and authentic educational information and data for educational planning and programs, for correlating educational planning with the demand for manpower, and for advancing educational research. It has: 1) a research branch, 2) a statistical services section, 3) a documentation services section, 4) a publication section, and 5) a peproduction branch.

NEW EDUCATION POLICY (Special Section)

96. AHMAD, Manzoor. Education at Crossroads --- Pakistan Observer (Dacca) August 22, 1969.

The main features of the recently announced proposals of a new educational policy are that they contain a straightforward commitment of public resources and public efforts to education on a much larger scale than ever before and the outline of a new organizational structure for education. If this start in resource commitment can be made during the Fourth Plan, educational development is bound to gather momentum and require a much greater allocation of resources in the subsequent plan periods than that suggested in the proposals. The maximum spending of 3.6 per cent of the GNP in 1980 as proposed is far below the minimum of 4 to 5 per cent by 1975 as recommended by the UNESCO.

The outline of the administrative organization given in the proposals aims at achieving a large measure of decentralization by allowing a degree of self-governance to the educational institutions, freeing them to some extent from the clutches of the red tape and the bureaucracy, and allowing a larger participation of the common people. The proposals reopened sensitive issues such as the integration of religious and secular education, the place of the mother tongue in education, educational elitism through privileged institutions like the cadet colleges, etc. The issues are unfortunately not peripheral and the final solutions to them are not likely to emerge immediately. The saner course, therefore, would be to agree on some interim makeshift compromises so that the unresolved issues do not hinder or delay the other urgent educational changes.

97. AHMAD, Mohiuddin. Aamader Shikkhaniti Prashange (About Our Educational Policy) --- Dainik Pakistan (Dacca)September 29, 1969 (B).

The proposals set forth in the new education policy seek to harmonize the disparate educational patterns in the country. Three types of education are prevalent in Pakistan: 1) Madrasah education, which is basically religious and traditional, 2) Primary and middle school education, and 3) Kindergarten, Preparatory and Public School education. The last two types of education have Western orientation. Both traditional and Western types of education haveled us away from religion, and the traditional method of education has become an obstacle in the acquisition of

modern knowledge. An attempt through the new educational policy to harmonize the two types of education is commendable.

98. AHMAD, Salahuddin. On the New Proposals for Education --- Pakistan Observer (Dacca) August 5, 1969.

Commenting on the new education policy, the writer discusses the problem under four heads: 1) Madrasah education; 2) School education; 3) College education; and 4) University education. In order to eliminate the present distinction between the English-educated and the Madrasah-educated graduate, it is imperative that the students who go in for Islamic studies are provided with a comprehensive curriculum including modern courses of studies and are not handicapped in any way by their lack of proficiency in these courses while competing with the English-educated people for offices under the Government or respectable positions in firms or business organizations.

School Education: The aim of the new education policy is apparently to decentralize the powers of control over school education and vest them in District School Authorities who will exercise all control over it in matters of administration, both financial and executive. It is, therefore, not understandable how this policy can be consistent with the maintenance of a Directorate of School Education and also an Inspectorate of Schools at provincial level.

College Education: The proposals to vest more power in the governing bodies of colleges is sound, but at the same time it is necessary that the rules under which these bodies are to operate should provide safeguards against the usurpation of control by undesirable elements.

University Education: If, as proposed, the selection of the Vice-Chancellor is left to the discretion of the Senate consisting, say, of about 100 representatives of diverse interests, the procedure will certainly be complicated and may assume political complexion, defeating the very ends for which a University is established.

99. ALI, Ahmed. The Basis of a Sound Educational Policy --- Leader (Karachi) July 24, August 1, 4, 18 and 22, 1969.

The aim of the new education policy is to evolve an educational system that should be in harmony with the political, social and economic needs and conditions of the country. These determined

needs are examined in detail, and a fuller study is advised before the scheme is finally launched. Hasty steps will not be fruitful even at the planning stage.

The political needs of the country are not clearly defined anywhere and different views have been expressed by different political groups and leaders, ranging from socialism to Islamic form of government. However, our main problem is the geographical disunity of the country. As to social needs, the conditions of the country present a complex of opposing factors: the old traditions, customs, culture, moral and religious values, the social reality as it has emerged since the partition, and the increasing influence of the West. As to economic needs, the present conflict between the haves and have-nots and the polarization of society require attention.

The permanent solution of all problems lies in the Islamic system of education which revolves round 'Akhlaq' and covers the spiritual as well as physical development of man. It embraces the moral, political, social and economic aspects of life not only of the individual but also of the social groups and the whole of mankind.

100. ALI, Md. Azhar. New Education Policy - A Renew --- Pakistan Observer (Dacca) July 23, 1969.

The proposals set forth in the new education policy will drastically change the entire system of education. The writer welcomes the proposed changes but suggests a further clarification of the following factors:

National Consensus: The policy deplores the lack of a national consensus and proposes that Islamiat be made compulsory up to class X. The writer suggests that for practical reasons this period should be extended and Islamiat should be made compulsory up to grade XII. In the present system of education children are provided with the opportunity to channelize their studies into various branches of education right from class IX. If Islamiat becomes compulsory up to class X only, students who propose to go in for higher education may study the subject only for the sake of crossing the hurdle of examination, because they will be free from the burden after the tenth grade. But if it continues up to grade XII, the students will develop a strong background in the subject which may create in them the desire to continue higher studies in the subject.

Official Language: If the present official language, that is, English, is not changed and the vernacular languages of Pakistan

are introduced in the offices, the masses will remain deprived of the smooth communication in the official procedure.

Educated Unemployed: The writer suggests that the job opportunities should be increased, and the basis of selection should be judicious and fair. In the past, the job avenues in Pakistan were not altogether closed for the young men and women with various educational backgrounds, but the channels to the avenues were not smooth for those who had nobody in the rectuiting committees to recommend their cases even though they had the necessary qualifications.

101. DAS, Santosh Kumar. New Educational Policy --- Morning News (Dacca) August 7, 1969.

The new educational policy attempts to bring about a happy compromise between materialistic and spiritualistic concepts of education. The educational system in Pakistan has so far been an admixture of two conflicting types of education, modern and classic. Modern education based on the studies of arts, and more particularly science and technology, is grossly colonial in outlook, and has produced a class quite distinct from the mass of the people brought up in classical education based on theology. As a result, the two conflicting ideologies emanating from modern and classicial education, namely, liberalism and conservatism, have come to a clash in socio-economic field. As a psychological corollary to this fact, the two systems of education have failed to produce any degree of cohesion, unity and integration among the masses after independence. We have not been able to live, think and fashion our way of life in accordance with the ideals of Pakistan. The blending of materialistic and spiritualistic education, as proposed in the new educational policy, would be suited to the genuious and requirements of the socio-religio-economic pattern of life of the people, and will blaze a new trail in the country's educational history.

102. Educational Proposals --- Pakistan Observer (Editorial) (Dacca) August 7, 1969.

This is an editorial comment on the proposals set forth in the new education policy. The proposed decentralization of the educational administfation is a step in the right direction. The recommended allocation of 3.6 per cent of the G.N.P. is also realistic, A crash program is obviously necessary for providing

schooling for all school-going children as well as adult illiterates. The idea of a national literacy corps is sound, yet conscription for two years of all educated youth of eighteen is not the best way to attain this objective. With respect to the administration of university education, the views expressed in the proposals require to be further examined. Not all will agree with the recommendation that the headship of departments should rotate among the teachers or that students should be represented on the highest policy-making and the administrative bodies of the universities. The Vice-Chancellor of a University should be more of an administrator than an academician. It will be better for administrative purposes if Vice-Chancellors with proven administrative ability are recruited from outside, such as from the professions or business.

103. Education Reforms --- Pakistan Observer (Editorial) (Dacca) July 12 & 24, 1969

This is an editorial comment on the proposed education reforms. The reforms are aimed at the maximum democratization of the administration of education. But it is worth serious reflection how far it is going to suit the academic life of the country. Education reforms, whatever their nature, must be directed to serve one leading and central purpose. This purpose is to increase the quantity and quality of educated manpower in a bid to improve the overall intellectual and educational standard of the nation so as to enable it within the shortest possible time to catch up with a fast advancing intellectual, scientific and technological world. This purpose may be achieved by: 1) improving the standards of teaching and learning, 2) fostering higher and more sophisticated research, and 3) going all out to remove illiteracy.

We have been demanding autonomy for educational institutions, including the universities. But can the measures suggested help achieve the purpose aimed at? The best autonomy that can be conceived for a university or educational institution is to make laws that will insure full intellectual, academic, and personal freedoms to teachers through the revocation of all rules which have placed the subordinate teachers under the arbitrary control of their chiefs.

Similarly, talent and distinction should be recognized and rewarded without any reservation whatsoever.

104. HASAN, Major Aftab. Ta'aleemi Sifarishaat aik Karnama (Educational Proposals an Achievement) ---- Jang (Karachi) July 28, 1969 (U)

It is for the first time that such revolutionary proposals have been put forward in the field of education. These proposals cover the entire field of educational activity, and a dateline is fixed for giving practical shape to these proposals. There is no denying the fact that even after twenty years of independence our educational institutions are still producing clerks and we are still chained to a foreign language. The black Sahibs of our country are still at the helm of affairs and education is outmoded in its form and content.

The new education policy recognizes the important status of teachers and gives them freedom of expression and a say in the educational scheme of the country. The new policy also bridges the gap between the religious setup of education and the non-religious setup. The fusion of the two is necessary and it is a step in the right direction. The most important of all the proposals relates to the introduction of national languages as media of instruction. This proposal is discussed in great detail and it is argued that national languages are fully capable of being used as media of instruction at all levels, and of easily replacing English as the official language.

105. HASHMI, Shameem Ahmed. Education Policy: Some Suggestions --- Dawn (Karachi) August 3, 1969.

The new education policy is a commendable step in solving the problems of our students. In the past, no other aspect of national life has suffered so much neglect as educational aspect. No sincere and serious effort was made to reform our system of education. Our fundamental problem is to remould the entire system of education in such a way as to bring it in conformity with the ideological aspirations and the needs of the people.

The education policy states that the new system of education will be based on the ideology of Pakistan and her multifarious needs. In this connection the writer has come out with 13 suggestions. The main stress is on the Islamic system of education, and every thing opposed to Islam has been discarded. Although the education of women is advocated, coeducation is opposed. The introduction of national languages as the media of instruction is strongly recommended, but it is also suggested that due importance should be given to Arabic, the language of Islam and the Holy Quran.

106. HUQ, A.F.M. Comments on the Proposals for a New Education Policy --- Pakistan Observer (Dacca) July 29, 1969.

The writer comments on the major proposals of the new Education Policy. The proposal to integrate Madrasahs with the general educational system of the country is important but complicated. In devising practical steps in this direction, the attitude and point of view of the 'ulema' has to be seriously taken into consideration.

The integration of primary and middle schools into elementary schools is also necessary for imparting effective permanent literacy with ability to acquire further knowledge and skills through the mother tongue. The proposal to establish a National Literacy corps is a bold measure to combat the huge problem of mass literacy. To make secondary education terminal for the majority of the students and to divert about sixty per cent of the turn-out to technical and vocational education is realistic and in consonance with the developmental needs of the country. This will make education productive, and the problem of unemployment will be reduced. The decentralization of educational administration is desirable but it should be gradual rather than abrupt. The writer commends the proposal to appoint a University Grants Commission in each province and grant financial autonomy to universities, but he criticizes the method suggested for the appointment of the university chancellor.

107. HUSSAIN, Mohammad Ashraf. Nutun Shikkha Niti Prashonage (About New Educational Policy) --- Dainik Pakistan (Dacca) August 5, 1969 (B).

The proposed educational policy reflects the growing awareness of the importance of education in Pakistan. It is unfortunate that even after twenty-two years of independance, education remains far short of national expectations. The new policy recognizes that education is the infrastructure of a modern nation's development. The most serious problem the country is now facing is the overcrowding in schools and colleges. The situation calls for better ways of differentiation of student talents. The writer suggests the introduction of aptitude and psychological tests to assess and grade the abilities of all students seeking admission to secondary and higher stages. Another aspect of the proposed reforms which deserves attention is the question of research. At least a sorting out has to be done at the higher level of education so as to discover talents capable of original research.

A third area which calls for serious and dispassionate consideration is the question of the medium of instruction.

108. ISLAM, Muhammad Ziaul. Our Educational Policy: Means and Ends --- Evening Star (Karachi) August 25 and September 1, 1969.

Nothing suffered greater neglect after partition than education. For the consolidation of the new state it was necessary to inculcate the ideology of Pakistan among the masses and to educate the new generation in the light of that ideology. The need is for an objective study and constructive approach, keeping in view our limitations. Muslim society has always attached the greatest importance to education, and Muslim history bears testimony to this fact. With the decline of the Muslim power, the Islamic system of education also suffered. Now we have to make a fresh start with liberal approach without breaking away with our ideological moorings. We have talked too much about the introduction of Islamic education. It is time to introduce it. However, we cannot close our eyes to the reality of attaining higher standard of living. This objective, though secular, is not against the ideology of Islam.

There is a long discussion on languages both as media of instruction and office work. The importance of national languages cannot be overemphasized, but the retention of English is also advisable.

109. Jatio Shikkha (The National Education) --- Azad (Editorial) (Dacca) July 27, 1969 (B).

The points which merit consideration before the new proposals are implemented are: 1) The medium of instruction should be immediately changed from English to Urdu and Bengali as the case may be. 2) The government should pay special attention to primary schools. Not only do these schools lack basic facilities, but majority of students after class V do not find themselves in a position to pay their tuition fee. 3) Though the government has taken interest in adult literacy, the results have not been promising. Efforts should be made to make the new scheme of adult literacy more effective. 4) Technical and vocational training deserves greater emphasis. 5) The salary of teachers should be raised and they should be given an honorable status in society.

110. KHAN, M. Kamil. Education Policy - Secularization Opposed ---

Morning News (Dacca) July 5, 1969.

Contrary to popular expectations some teachers have come out with a suggestion for the 'secularization' of our system of education. We are pledged to reconstruct Pakistan as an Islamic polity and the Islamization of education will, to a large measure, ensure the reconstruction of our society. To give to religious education an optional status, is to congeal the innate genious of our people and to paralyse their dynamism. If it is supposed that religious education makes people narrow, superstitious and intolerant, then it has to be said that this is not true of Islamic education, which is capable of releasing the latent and dormant creative forces of our people. On the other hand, any other system could engender tension and frustration in the people. If 'secularization' of education is insisted upon, it will amount to a subversion of the ideology of Pakistan.

111. LATIF, Abu Hamid. The New Educational Policy --- Pakistan Observer (Dacca) August 8, 1969.

One of the major objectives of the new educational policy is to create a literate society. The means proposed to be adopted for this purpose are consolidation of primary and middle stages of education into one "elementary stage" and launching of an adult literary program. The introduction of 'education' as a subject at intermediate and degree levels will not only solve the problem of shortage of qualified teachers but also inject some practical bias to the programs at college level. This will also cut down the huge expenditure involved in providing training to thousands of teachers required for the ever-increasing number of school-going children.

One of the proposals is to make the supervisors of the proposed District School Authority conduct the national aptitude test of all children graduating from class VIII. The obvious purpose is to divert the children into different streams of vocational training according to their aptitude.

The proposal for providing maximum autonomy to educational institutions at all levels is a step in the right direction. The implementation of the proposal will require elaborate planning and determined efforts by policy makers. Talented young people with new ideas and vigor should be directly recruited to some key positions in the educational department. It will certainly improve the situation.

112. The New Education Policy --- Pakistan Observer (Dacca) July 22, 1969.

The statement on education policy released on July 3 in Islamabad announces far-reaching changes both in the objectives of education and the organization of educational institutions. The salient objectives, which have been generally welcomed, are to give education at all levels a practical, vocational or scientific bias, to reduce waste, and to combat and remove illiteracy within a specified period. The definition of objectives and goals, although important, has always been much less of a problem than the organization of the educational structure. The realization that something needs to be done to remedy academic grievances is something that is new in the proposals. What they are designed to concede is what the previous Education Commission was careful to withhold: democracy and self-rule at every level of education and maximum opportunity of participation both by staff and students in the formulation and execution of future educational programs in schools, colleges and universities. The measures announced are bold to the extent of risking a virtual reversal of all the assumptions on which the foundation of educational policy had hitherto rested.

113. The New Educational Policy --- Enterprise (Editorial) (Karachi) XVIII (3). July-August 1969.

This is an editorial comment on the new educational policy announced by the Martial Law Administration in July 1969. The editor commends the proposals relating to the need for educational research, adult literacy program, massive shift toward vocationally and technically oriented education at the secondary stage, and national languages as the media of instruction. He, however, criticizes the proposal to reduce English to the status of an optional subject of study, until the national languages grow to be rich enough in scientific vocabulary, and original works of high merit on subjects like economics, medicine, physics, chemistry and mathematics, are produced in the national languages. English should be retained as a compulsory subject and medium of instruction in the colleges and universities. Competence in a subject cannot be acquired by studying translations of original works. The emphasis on the need for educational research has also been commended.

114. QAMRUZZAMAN, Mohammad. Amader Shikkhaniti Prashange (About

Our Educational Policy) --- Dainik Pakistan (Dacca) July 31, 1969 (B).

There is one possible omission in the proposals set forth in the new educational policy. The disparity between East and West Pakistan in the field of education should have been taken note of. East Pakistan is lagging behind the other wing in every field of education, and concerted efforts should be made to bridge the gap. In general, the proposals are based on a realistic appraisal of the educational situation in the country. The emphasis on the ideology of Pakistan and the attempt to harmonize the diverse patterns of education are highly desirable. The recgonition and acceptance of the genuine demands of students will contribute effectively to the improving of the educational atmosphere.

115. RAHMAN, Mohammad Fazlul. Naya Shikkha Niti (New Educational Policy) --- Dainik Pakistan (Dacca) July 27, 1969 (B).

The new educational policy envisages revolutionary changes in the educational structure of the country. The proposals take stock of the condition of teachers and contain a number of recommendations to improve their lot. The condition of teachers is indeed, deplorable, especially in the private institutions, and it is imperative that these recommendations are fully implemented. The other vital problem which the new policy seeks to tackle is to eliminate illiteracy at source. The problem calls for a bold announcement for free and compulsory education within a specified period. Unless such a suggestion is incorporated in the new reforms the efforts to root out illiteracy will prove ineffective.

116. RIZVI, Shafqat. Ta'aleemi Tajaweez per aik Nazar (A Glance on the Educational Proposals) --- Jang (Karachi) August 1969 (U).

No one can disagree with the basic principles underlying the new educational policy. There are certain minor points of detail, however, that call for re-thinking, because the policy proposals were drafted in a hurry, and popular suggestions have been invited so as to improve them, if necessary, before giving them the final shape. Some of the shortcomings in these proposals are pointed out here.

The proposal regarding a uniform system of education throughout the country is faulty and incomplete in its present form. Pakistan came into being as an ideological state and unless this

ideology is incorporated in the educational system of this country, no useful purpose will be served by any change. The proposal concerning the National Literacy Corps is a good one. But the main thing is the type of training the recruits to the Corps will get and the type of education they will impart to the people. The main problem is not learning the three R's, it is the training in the specific professions in which the people are engaged. The other proposals discussed are the problem of languages, professional education, freedom of educational institutions and teachers' problems.

117. SADIQ, Munawwar Ibne. Nai Ta'aleemi Policy - Aik Jaiza (New Education Policy - An Analysis) --- Naya Payiam (Lahore) 12 (15): 13-20. 1969 (U).

This is a brief analysis of the proposals announced under the new education policy. If these proposals see the light of the day, they will go a long way in changing the entire educational fabric of our nation. The most prominent feature of the new policy is the recommendation for a uniform system of education for the whole of Pakistan. Another very important feature is the proposal regarding the introduction of national languages both in schools and offices. There are many other similar important proposals which if given practical shape will revolutionize the present setup of education.

The writer discusses the various proposals one by one and gives his own suggestions where necessary, and criticizes the suggestions that are not suitable from his point of view.

118. SALAM, K.M. Abdus. Comments on Educational Policy --- Pakistan Observer (Dacca) August 14, 1969.

Some of the proposals made in the new Education Policy are revolutionary and highly commendable, but some areas have remained unexplored, namely, curriclum and courses of studies.

The proposal "To integrate Madrasahs into the normal School System and bring the latter in line with our ideological demands," is highly commendable. But for the practical implementation of the proposal, the writer suggests the following measures: 1) The Madrasah must be placed under the proposed District Education Authority or the Board for Colleges, and not under separate Madrasahs Board. 2) In East Pakistan, the medium of instruction in Madrasahs must be Bengali. 3) In addition to Mathematics and

Science, vocational and technical training must also be introduced in Madrasahs. 4) Outdated and useless subjects in the Madrasah curriculum must be dropped. 5) Teaching in Madrasahs must be done on modern scientific methods. 6) Arrangement must be made for the full-fledged training of the teachers, especially those of religious subjects. 7) Madrasahs should be frequently supervised by the District Education Authority or the Board. The writer also suggests the following measures for tackling the problems arising from the integration of Primary and Middle schools into Elementary schools: i) The Government must place large amounts of capital grants at the disposal of the District Authorities for the purchase of land, construction of buildings, and purchase of equipment and furniture. ii) The extent and nature of the qualifications and abilities of the existing primary and middle school teachers should be revised.

The writer welcomes the proposal for the setting up of regional or divisional Boards of colleges. The Boards must have the following additional departments: i) Curriculum and Planning of courses of studies, ii) Supervision, iii) Audio-visual services, and iv) Research and Experimentation. The proposals of the new policy for the encouragement of female education are appropriate. The policy makers, however, ignored one great factor responsible for the lack of progress in women's education. The non-availability of regular means of transport at a cheaper rate has stood in the way of the spread of female education. It is suggested that girls students both in towns and villages should be provided with regular and free conveyance.

119. SAYEED, Khalid B. The New Educational Policy --- Pakistan Observer (Dacca) August 16, 1969.

This is Part I of an article which evaluates the new educational policy in the context of the existing social conditions in Pakistan. The writer analyses the fundamental assumption of the new policy, and examines whether or not the educational changes proposed can meet the social challenge in Pakistan. The authors of the proposals for new educational policy have laid down as a major recommendation that promotion of national cohesion should be one of the supreme objectives of Pakistan's educational system. Yet the term 'national cohesion' has not been clearly defined, and the authors have not emphasized the kind of positive and healthy nationalism that the educational system should generate. The system of education we inherited from the British helped to

produce an unjust class system and today it is an effective instrument in perpetuating the social inequities of our society. The fundamental question which needs to be answered is whether the desired social change can be brought about by transforming the educational system or would it be necessary to discard the social system itself?

120. Shikkhaniti (Educational Policy) --- Ittefaq (Editorial) (Dacca) August 2, 1969 (B).

The decision to have a massive shift from general to technical and vocational education is in conformity with the present requirements of the country. In practice, so far technical and vocational education has not been integrated in the over-all academic structure; instead, it has continued to remain a disjointed activity. In order to overcome the existing imbalance, the framers of the new policy propose to increase the proportion in this sector to 60 per cent of the total enrolment at the secondary stage. A careful analysis of the immediate occupational possibilities as well as estimates of future industrial and agricultural requirements would be needed in order to insure a balanced growth in the vocational and technical sector.

121. Shikkhanitir Koyekti Deek (Some Aspects of Educational Policy) --- Sangbad (Dacca) Editorial) July 10, 1969 (B).

Two of the proposals of educational policy are fundamental in nature; 1) Integration of Madrasah and school education, and 2) making national languages the media of instruction up to the highest level and adopting them as official languages by 1975. The editorial is critical of these proposals in their present form. Madrassah education does not fulfil the demands of the scientific and technological age. This will become an obstacle for the progress of the country. The teaching of Islamiat up to class X is, therefore, useless and meaningless. The idea of teaching two languages, both Bengali and Urdu, from class VI to class X will be burdensome for children. The editors favor the proposals to make Bengali the medium of instruction in East Pakistan, to decentralize the control and management of education, and to bring about a massive shift toward vocationally and technically oriented education at the secondary stage.

122. SOBHAN, Rahman. Politics of Educational Reform --- Morning News (Dacca) August 4, 1969.

Any serious discussion on the proposed educational policies must answer a basic question. Who precisely is going to execute these policies? Apart from the provisions relating to the University reform, most of the key provisions of the reform are designed to be carried out in a period extending from 5 to 15 years. Such far-reaching proposals as universal literacy, the change-over to national languages, the eradication of barriers between traditional and modern education, the ideological direction of education, the emphasis on technical education, and the national literacy corps represent long-term projects which are likely to survive the lifetime of more than one government. The authors of the educational reforms appear to be in danger of overlooking the basic need for securing political support to these policies. Ultimately there is no substitute for a popular regime which derives its power from the people and which has the political cadres to maintain constant political contact between the regime and the people. It is these cadres, made up of dedicated workers closely identified with the people among whom they work, who transmit the intentions of government to the people and harness the support of the people behind specific policies. Any regime which tries to implement policies within a political vacuum may well alienate the very people the policies are designed to serve.

123. TASNEEM Zainab. The New Educational Policy --- Morning News (Dacca) August 3, 1969.

The new educational policy reflects the genuine desire of the present planners to abide by democratic demands and root out chronic outstanding national ills. The proposed policy rightly points out that no real progress can be possible without maximum democratization of educational opportunities. Since independence, the need for a revised system of education based on the ideology of Pakistan has been felt and expressed. Most of the problems and issues discussed in the proposed plan have repeatedly been under review, but hitherto, except for bit of patch work no solid measures were adopted. Education continued to be grossly neglected with a bare 1.8 per cent of G.N.P. sanctioned on paper. Even this meager allocation was not fully utilized. Recommendations regarding financial allocation under the new scheme involve an expenditure of approximately 3.3 to 3.6 per cent of GNP, and though this amount is less than the 4 per cent advocated by UNESCO for the developing countries, it shows a cent per cent increase on the existing allocation. Greater stress must be laid on the all-round development of human potential without which the proposed plan will fail to produce fruitful results.

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